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*The information contained in this program of studies is subject to change at any time due to legislation and School Board Policy. Some courses described will not be offered. Errors or omissions of information in this booklet cannot override state and district policy.*

# NEW SMYRNA BEACH HIGH SCHOOL

2011-2012

Cuda Pride: Nothing Less than Your Personal Best!

## I. INTRODUCTION

At New Smyrna Beach High School, we offer a wide variety of educational programs to meet the needs of **all** of our students. These programs range from the Advanced Placement Program and Dual Enrollment opportunities with Daytona State College to programs for the multi-handicapped. Increased academic requirements for graduation and state scholarships make it more important than ever that we work together with students and their parents to insure academic success throughout high school. If you have questions, please contact the School Counseling Department by calling (386-424-2555) and the extension listed below.

### ADMINISTRATION

|                      |                       |            |
|----------------------|-----------------------|------------|
| Mr. James Tager      | Principal             | Ext. 38520 |
| Ms. Mary Barringer   | Assistant Principal   | Ext. 38524 |
| Mr. Brad Hoch        | Assistant Principal   | Ext. 38514 |
| Mr. Timothy Merrick  | Assistant Principal   | Ext. 38518 |
| Ms. Karen Nielsen    | Assistant Principal   | Ext. 38508 |
| Mr. LaShawn Troutman | Teacher on Assignment | Ext. 38512 |

### SCHOOL COUNSELING

Students have been assigned to counselors according to the first letter of the students' last name as indicated below:

| Counselor                 | Phone Extension / Email               | Student Assignments   |
|---------------------------|---------------------------------------|---|
| Mr. Van Butler            | 38540 cvbutler@mail.volusia.k12.fl.us | 9 <sup>th</sup> Grade Students with last names A – Z                    |
| Ms. Rosalind Little       | 38588 ralittle@mail.volusia.k12.fl.us | 10 <sup>th</sup> – 12 <sup>th</sup> Grade Students with last name A – E |
| Ms. Sandy Evans           | 38537 sevans@mail.volusia.k12.fl.us   | 10 <sup>th</sup> – 12 <sup>th</sup> Grade Students with last name F – L |
| Mr. Jose Rivera, Director | 38544 jarivera@mail.volusia.k12.fl.us | 10 <sup>th</sup> – 12 <sup>th</sup> Grade Students with last name M – R |
| Ms. Cathleen Milligan     | 38539 cmmilig@mail.volusia.k12.fl.us  | 10 <sup>th</sup> – 12 <sup>th</sup> Grade Students with last name S – Z |

## II. SCHEDULING INFORMATION

**COURSE SELECTION:** We expect students, after discussion with their parents, teachers, and counselors, to choose their courses with care. It is important that students select courses that will help them achieve their future educational and/or career goals. Alternate courses must also be selected and should be ones that the students want to take if their first choices are unavailable. Occasionally, a course listed in the program of studies will not be offered due to low student enrollment or is unavailable due to a conflict with another course.

**COURSE PREREQUISITES:** Entry-level courses, in most cases, have no prerequisites and are open to all students. However, as students progress to upper-level classes, basic skills must have been mastered in order for students to be successful. At New Smyrna Beach High School, we want all students to be successful at the **highest academic level** possible. Through working with students, we have found that students who meet the prerequisites designated in the Program of Studies are most successful. *If a student wishes to enroll in a course and has not met the prerequisites, the parent should arrange a conference with the student's counselor.*

**NSBHS REGISTRATION DATES:** During the registration process, we encourage students to think seriously about the course selections.

Current 8<sup>th</sup> Grade: March 22 and March 24  
Current 9<sup>th</sup> Grade: February 22 – February 28  
Current 10<sup>th</sup> Grade: February 22 – February 28  
Current 11<sup>th</sup> Grade: February - March by appointment

**SCHEDULE CHANGE POLICY:** As student registration determines the school staffing and the master schedule, students will not be permitted to change their schedules after June 10, 2011. Students who want to change their schedules should contact a counselor prior to this date. **Students are expected to remain in a course for its duration.** Courses may be dropped and/or added during the first five days of each semester for one of the following reasons:

1. A student is a senior with 17 or more credits and needs the course for graduation.
2. The student has already taken the course.
3. The student does not meet the course prerequisite(s).

New Smyrna Beach High School reserves the right to change individual student schedules to meet School Board and Florida Department of Education policies. When necessary, changes will be made to balance classes and teacher loads according to provisions of the class size amendment. Every effort will be made to schedule students into their first choices.

**SUMMER SCHOOL:** If summer school is offered the summer of 2011, enrollment will be limited, with priority going to rising seniors. Students who need to attend summer school should stay in contact with their counselor. At this time, decisions regarding dates, times, and places have not been made by the School District.

**ATTENDANCE REQUIREMENTS:** Students must maintain attendance as prescribed by the State Statutes, Volusia County School Board, and New Smyrna Beach High School attendance policies.

### III. GRADUATION REQUIREMENTS

#### STANDARD HIGH SCHOOL DIPLOMA 24 CREDIT OPTION-4 Years

##### GRADUATION CREDIT REQUIREMENTS

- 4 English
- 4 \*Mathematics (1 credit--Algebra 1 or equivalent)
- 3 \*\*Science
- 3 Social Studies (regular, honors, or AP)
  - 1 World History
  - 1 American History
  - 1 American Economics/American Government
- 1 Performing Arts
- 1 \*\*\*PE (includes a PE class and a Personal Fitness class)
- 8 Electives

Earn a passing score on the **reading and math**, Grade 10 FCAT or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)

**GPA REQUIREMENT FOR GRADUATION:** Students must have a cumulative unweighted GPA of 2.0 on all courses except those replaced according to the district forgiveness policy. Students who earn the 24 credits required for graduation with less than a 2.0 GPA are eligible for a certificate of completion.

**FCAT GRADUATION REQUIREMENT:** Students must earn a minimum score, as determined by the Department of Education, on the Florida Comprehensive Assessment Test (FCAT) in order to receive a standard high school diploma. A **Certificate of Completion** will be awarded to students who meet all of the requirements for a standard high school diploma established by the State of Florida and the School Board of Volusia County but who **do not** pass the Florida Comprehensive Assessment Test (FCAT). Any student who meets the requirements for a Certificate of Completion may elect to remain in the secondary school either as a full-time or part-time student for up to one additional year and receive special instruction designed to remediate the student's identified deficiencies.

**\*MATH:** All students are required to earn 1 credit in Algebra 1 or its equivalent. Students in the 2014 and 2015 graduating classes are also required to earn 1 credit in Geometry. Three of the four math credits must be earned in grades 9-12.

**\*\*SCIENCE:** Students are required to successfully complete 1 credit in biology; 1 credit in physical science, chemistry, or physics; and 1 science elective prior to graduation.

**\*\*\*PE WAIVER:** Students who enroll in Band I-IV and participate in marching band may use the band course to meet the ½ PE-credit requirements. The non-credit course number for this requirement is 1500440.

**\*\*\*PE AND PERSONAL FITNESS WAIVER:** Students may waive the physical education requirement (½ PE credit and ½ Personal Fitness credit) by participating for 2 years in an interscholastic varsity sport and passing a written competency test on personal fitness. **Students must see the athletic director to complete the *Personal Fitness Waiver Form*.**

##### OTHER GRADUATION POLICIES

**PARTICIPATION IN GRADUATION ACTIVITIES:** Students must have completed **all** graduation requirements to participate in commencement exercises at the end of the regular school year. Students eligible for a certificate of completion may participate in graduation ceremonies.

**ACCELERATED COLLEGE CREDIT DESIGNATION:** Accelerated College Credit Designation will be awarded to students who qualify based on the following criteria:

- ♦ Complete four (4) or more accelerated college credit courses in Advanced Placement or dual enrollment
- ♦ Students in Advanced Placement courses must complete the course and pass the exam.
- ♦ Students in dual enrollment courses must complete the course with a grade of C or better.

**SUPERINTENDENT'S DIPLOMA OF DISTINCTION:** The School District of Volusia County will award a **Superintendent's Diploma of Distinction** to students who have met the following requirements:

- ♦ meet all requirements for a standard diploma,
- ♦ successfully complete four (4) Advanced Placement courses to include at least two (2) subject areas and score a 3 or higher on at least three (3) Advanced Placement exams,
- ♦ maintain a 3.0 or higher cumulative weighted grade-point average and a 3.0 weighted grade-point average in Advanced Placement courses,
- ♦ complete a minimum of 100 hours of community service,
- ♦ participate in ACT or SAT during junior and senior years. The second year test may be waived with an appropriate SAT or ACT score as determined by the Director of K-12 Curriculum & Program Accountability.

**RECOGNITION AS HONORS GRADUATES BASED ON GPA:** Students who graduate with the following weighted GPAs will be recognized as honor graduates at graduation:

- |                   |                        |
|-------------------|------------------------|
| ♦ Summa Cum Laude | 3.9 GPA and higher GPA |
| ♦ Magna Cum Laude | 3.7 GPA to 3.89 GPA    |
| ♦ Cum Laude       | 3.5 GPA to 3.69 GPA    |

**WALKING IN WHITE:** New Smyrna Beach High School has a tradition of having honor students recognized at graduation by wearing white ("walking in white")

**Students can "walk in white" by meeting the following criteria:**

- ♦ 3.5 weighted GPA
- ♦ 10 honors and/or AP courses or weighted dual enrollment courses
- ♦ 1100 SAT or 23 ACT
- ♦ 75 hours of pre-approved community services

##### Youth Partnership Program Student Volunteer Information

**All students must attend a training session PRIOR to starting their community service.**

The training provides general guidelines on volunteering, tips to find a volunteer placement, and the necessary paperwork to document their service hours for the school. These trainings are held periodically throughout the school year at each high school and it is the responsibility of the student to attend. The documentation obtained at the training includes:

- the Youth Partnership Program Agreement, to be completed by student, parent, and agency **PRIOR** to the volunteer service. The completed agreement form should be submitted to your YPP Coordinator for approval prior to completing the service hours. This process eliminates the possibility of a student proceeding with service that would not fall under the school's requirements as volunteerism.
- the Youth Partnership Program Sign-In Sheet, used by the student to document their volunteer service and signed by the volunteer site designee.
- the Youth Partnership Program Student/Parent Guidelines pamphlet, which explains the program's purpose, requirements, objectives, and student responsibilities.
- a VIPS Tips for Student Volunteers booklet, providing additional suggestions for becoming a responsible and effective volunteer.
- the Volunteer Experience Form, which is completed only once by exiting seniors to provide an opportunity for the student to reflect on their volunteer experience.

## IV. GRADE LEVEL PROMOTIONS, HONOR ROLL, AND GRADING PROCEDURES

### PROMOTION FROM MIDDLE SCHOOL TO HIGH SCHOOL:

To be promoted to grade nine, an eighth grade student must successfully complete the following in grades 6-8:

- 3 courses in English/Language Arts
- 3 courses in Mathematics
- 3 courses in Social Studies
- 3 courses in Science

**PROMOTION CRITERIA IN HIGH SCHOOL:** Promotion to tenth, eleventh, and twelfth grades is based on the student's earning the following credits:

- ◆ From grades 9 to 10 5 credits
- ◆ From grades 10 to 11 11 credits
- ◆ From grades 11 to 12 17 credits

**HONOR ROLL:** For the purpose of establishing an honor roll for a grading period, the following criteria must be met:

- ◆ a weighted grade-point average (GPA) of 3.0 or higher
- ◆ all letter grades C or above
- ◆ all conduct grades of "1" (no 2 or 3).

**GRADING SCALE:** Courses taken at both the middle school and the high school must be passed based on the following grading scale:

| RANGE     | GRADE | WEIGHTING |        |     |
|-----------|-------|-----------|--------|-----|
|           |       | Regular   | Honors | AP  |
| 90 - 100% | A     | 4.0       | 4.5    | 5.0 |
| 80 - 89%  | B     | 3.0       | 3.5    | 4.0 |
| 70 - 79%  | C     | 2.0       | 2.5    | 3.0 |
| 60 - 69%  | D     | 1.0       | 1.5    | 2.0 |
| 0 - 59%   | F     | 0.0       | 0.0    | 0.0 |

**SATISFACTORY COURSE COMPLETION CRITERIA:** Meeting the minimum state and district standards does not automatically result in earning credit for the course. Satisfactory course completion is based upon an evaluation of each student's achievement of appropriate instructional objectives. The teacher determines when a course has been completed satisfactorily based on the following: progress tests, classroom assignments, daily observation, standardized test scores, state assessment, attendance, and other associated data. Satisfactory course completion is based on the student meeting the following specific performance-based criteria:

- (1) Demonstrate acceptable progress toward the state identified student performance standards as aligned with the Sunshine State Standards for each course used to satisfy graduation requirements. Teacher observation of student products indicating knowledge, teacher tests, and other teacher-devised means can be used to determine student progress.
- (2) Demonstrate acceptable progress on the uniform performance standards as aligned with the Sunshine State Standards in each course as determined by teacher assessment as described in paragraph (1) above.
- (3) Pass each course based on the district-adopted grade scale shown above.
- (4) Maintain attendance as prescribed by school board and school attendance policies.

**END-OF-COURSE EXAMINATIONS [ECE]:** An end-of-course exam is given during the last week of each semester and covers the course performance standards as aligned with the Sunshine State Standards, is required in all subject areas, and grades The ECE grade will count as a major test grade in determining the student's grade for the last marking period of each semester. No student should be required to take more than two ECEs in one school day.

### TEACHER'S AUTHORITY TO AWARD COURSE CREDIT:

- A teacher may pass a student without regard to the final semester average if a student's effort and overall performance warrant it.
- Conversely, if a student has achieved a passing average and then refuses to meet the teacher's requirements with respect to continued effort throughout the course, the teacher must notify and confer with the parent/guardian concerning the student's refusal to exert effort. If this does not result in the student meeting the teacher's requirements, the teacher may issue a failing grade with the concurrence of the principal without regard to the student's grade-point average in the course.

**WEIGHTED COURSES IN THE DETERMINATION OF GRADE-POINT AVERAGES:** All honors courses, designated by the Department of Education Course Code Directory, are weighted, and receive an additional 0.5 quality point value. All Advanced Placement courses, designated by the Department of Education Course Code Directory, are weighted and receive an additional 1.0 quality point value.

### Honors & Advanced Placement courses offered at NSBHS.

| HONORS COURSES<br>.5 Quality Point Value                   |                                |
|--|--------------------------------|
| ADVANCED PLACEMENT (AP) COURSES<br>1.0 Quality Point Value |                                |
| LANGUAGE ARTS  | SCIENCE                        |
| English Honors 1 0.5                                       | Biology 1 Honors 0.5           |
| English Honors 2 0.5                                       | Chemistry 1 Honors 0.5         |
| English Honors 3 0.5                                       | Physics 1 Honors 0.5           |
| English Honors 4 0.5                                       | Marine Science I Honors 0.5    |
| AP Language & Composition 1.0                              | AP Biology 1.0                 |
| AP Literature & Composition 1.0                            | AP Chemistry 1.0               |
|  | AP Physics B/C 1.0             |
|  | AP Environmental Science 1.0   |
| FINE ARTS  | SOCIAL STUDIES                 |
| Draw/Paint 3 Honors 0.5                                    | World History Honors 0.5       |
| Photography 4 Honors 0.5                                   | Am History Honors 0.5          |
| Art 2-D Comp 3 Honors 0.5                                  | Am Political System Honors 0.5 |
| Art 3-D Comp 3 Honors 0.5                                  | Am Econ System Honors 0.5      |
| Ceramics/Pottery 3 Honors 0.5                              | AP American History 1.0        |
| AP Studio Art 2D 1.0                                       | AP World History 1.0           |
| AP Studio Art 3D 1.0                                       | AP Govt/AP Econ 1.0            |
| AP Studio Art Draw 1.0                                     | AP Psychology 1.0              |
| Dance Technique 4 Honors 0.5                               | AP Human Geography 1.0         |
| Dance Choreography 2 Honors 0.5                            | AP European History 1.0        |
| Drama 4 Honors 0.5   |                                |
| Band 5 Honors 0.5  | ADVANCED RESEARCH              |
| Band 6 Honors 0.5  | Research Honors 1 & 3 0.5      |
| AP Music Theory 1.0  |                                |
| FOREIGN LANGUAGE   | CTE                            |
| French 3 0.5   | Agritechnology 2Honors 0.5     |
| French 4 0.5   | Vet Assisting 2Honors 0.5      |
| AP French 1.0  | Environmental Res 3H 0.5       |
| Spanish 3 0.5  | Horticulture Sci. 3Honors 0.5  |
| Spanish 4 0.5  | First Responder 3Honors 0.5    |
| AP Spanish 1.0   | Early Child 3&4Honors 0.5      |
| MATH   | Digital Electronics Honors 0.5 |
| Geometry Honors 0.5  | Computer Intg. Manufact H 0.5  |
| Algebra 2 Honors 0.5                                       | Building Construction 3&4H 0.5 |
| Analysis of Function 0.5                                   | TV Production 3 Honors 0.5     |
| Math Analysis 0.5  | Culinary Arts 3&4 Honors 0.5   |
| AP Calculus AB/BC 1.0                                      |                                |
| AP Statistics 1.0  |                                |

**DUAL ENROLLMENT COURSES:** Dual enrollment courses are weighted 1.0 Quality Point Value. Students must have an unweighted GPA of 3.0 or higher.

**BETA CLUB:** Beta Club is a national honorary organization with membership open to 9<sup>th</sup> graders who meet the following requirements: have earned an overall weighted GPA of 3.5 or higher, are currently enrolled in at least 2 honors and/or AP classes, and are involved in school and/or community activities.

**NATIONAL HONOR SOCIETY:** Membership in National Honor Society is by invitation to 10<sup>th</sup> - 12<sup>th</sup> grade students who have met and maintained the following membership requirements throughout high school: have earned an overall weighted GPA of 3.5 or higher and have continuous enrollment in 3 or more honor and/or advanced placement classes during each year of high school, have provided service to the school and community, have demonstrated leadership at school or in the community, and have exhibited excellent character.

## V. STANDARD DIPLOMA GRADUATION REQUIREMENTS

**For Students Entering Grade 9  
In 2007-2008, 2008-2009, or 2009-2010 School Year**

| Subject Area  | Graduation Requirements of 24-Credit Program   | Graduation Requirements of 3-year/18-Credit College Prep Program <sup>1</sup>   | Graduation Requirements of 3-year/18-Credit Career Prep Program  |
|---|--|---|--|
| English   | 4 credits, with major concentration in composition, reading for information, and literature  | 4 credits, with major concentration in composition and literature   | 4 credits, with major concentration in composition and literature  |
| Mathematics   | 4 credits, one of which must be Algebra I or its equivalent <sup>2</sup> , or a higher-level mathematics course                      | 3 credits at the Algebra I level or above from the list of courses that qualify for state university admission <sup>3</sup>   | 3 credits, one of which must be Algebra I or its equivalent <sup>2</sup>   |
| Science   | 3 credits in Natural Science; must include one credit in biology and one credit in physical science, chemistry or physics            | 3 credits in Natural Science, two of which must have a laboratory component   | 3 credits in Natural Science, two of which must have a laboratory component  |
| Social Studies                                      | 1 credit World History<br>1 credit US History<br>.5 credit US Govt.<br>.5 credit Economics   | 1 credit World History<br>1 credit US History<br>.5 credit US Govt.<br>.5 credit Economics  | 1 credit World History<br>1 credit US History<br>.5 credit US Govt.<br>.5 credit Economics   |
| Foreign Language                                    | Not required for high school graduation, but required for admission into state universities  | 2 credits in the same language or demonstrated proficiency in a second language   | Not Required   |
| Fine/Performing Arts                                | 1 credit in Fine or Performing Arts, Speech and Debate, or specified Practical Arts  | Not Required  | Not Required   |
| Physical Education                                  | 1 credit in Physical Education to include the integration of health <sup>4</sup>   | Not Required  | Not Required   |
| Electives   | 8 credits  | 3 credits in electives  | 3 credits in single vocational/career education program and 2 credits in electives<br><b>OR</b><br>3 credits in single career/technical certificate dual enrollment and 2 credits in electives<br><b>OR</b><br>5 credits in vocational/career education (including 3 credits in one sequential career and technical education program) |
| <b>Total</b>  | <b>24 credits</b>  | <b>18 credits</b>   | <b>18 credits</b>  |
| State Assessment Requirements <sup>5</sup>          | Passing scores on the Grade 10 FCAT or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT) | Passing scores on the Grade 10 FCAT or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT)  | Passing scores on the Grade 10 FCAT or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT)   |
| Grade Point Average (GPA) Requirements <sup>6</sup> | Cumulative GPA of 2.0 on a 4.0 scale   | Cumulative GPA of 3.5 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits | Cumulative weighted GPA of 3.0 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits   |

<sup>1</sup>All courses earned toward the 3-year/18-credit College Prep Program must satisfy admission requirements for the State University System (SUS). To determine which courses meet State University System admission requirements, please use the [Comprehensive Course Table](#) or see high school counselor for assistance. At least 6 of the 18 credits must be in courses that include dual enrollment, Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certificate of Education (AICE), or are specifically listed as rigorous by the Department of Education.

<sup>2</sup>See high school counselor for assistance with Algebra I equivalents. Courses or series of courses deemed "equivalent" for satisfying the Algebra I graduation requirements are: Algebra I, Algebra I Honors, Algebra Ia and Ib, Applied Mathematics I and II, Integrated Mathematics I and II, and Pre-AICE Math. Pacesetter Mathematics I is not available to students entering grade 9 in 2008-2009 and thereafter.

<sup>3</sup>Students seeking admission to a SUS institution must complete an additional mathematics academic unit of Algebra I or higher (bringing the mathematics requirements to 4 units) [[Rule 6.002](#), B.O.G.].

<sup>4</sup> [View additional information on meeting the Physical Education requirement](#) or see high school counselor.

<sup>5</sup>Students must earn passing scores on the Grade 10 FCAT in Mathematics and Reading (or scores that are concordant with the passing scores on the Grade 10 FCAT). [View additional information on state assessment requirements](#).

<sup>6</sup>Students in grades 6-8 who take any high school-level course(s) for high school credit and earn a grade of "C", "D", or "F" may replace the grade with a grade of "C" or higher earned subsequently in the same or comparable course(s) in accordance with the district school board's forgiveness policy.

| For Students Entering Grade 9<br>In 2010-2011 School Year |  |   |   |
|---|--|---|---|
| Subject Area  | Graduation Requirements of 24-Credit Program   | Graduation Requirements of 3-year/18-Credit College Prep Program <sup>1</sup>   | Graduation Requirements of 3-year/18-Credit Career Prep Program   |
| English   | 4 credits, with major concentration in composition, reading for information, and literature  | 4 credits, with major concentration in composition and literature   | 4 credits, with major concentration in composition and literature   |
| Mathematics   | 4 credits, one credit must be Algebra 1 or its equivalent or a higher-level math course; one credit must be Geometry or its equivalent or a higher-level math course | 4 credits, one credit must be Algebra 1 or its equivalent or a higher-level math course; one credit must be Geometry or its equivalent or a higher-level math course                | 4 credits, one credit must be Algebra 1 or its equivalent or a higher-level math course; one credit must be Geometry or its equivalent or a higher-level math course  |
| Science   | 3 credits in Science; must include one credit in biology and one credit in physical science, chemistry or physics  | 3 credits in Science, two of which must have a laboratory component   | 3 credits in Science, two of which must have a laboratory component   |
| Social Studies  | 1 credit World History<br>1 credit US History<br>.5 credit US Govt.<br>.5 credit Economics   | 1 credit World History<br>1 credit US History<br>.5 credit US Govt.<br>.5 credit Economics  | 1 credit World History<br>1 credit US History<br>.5 credit US Govt.<br>.5 credit Economics  |
| Foreign Language  | Not required for high school graduation, but required for admission into state universities  | 2 credits in the same language or demonstrated proficiency in a second language   | Not Required  |
| Fine/Performing Arts                                      | 1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)                                      | Not Required  | Not Required  |
| Physical Education  | 1 credit in Physical Education to include the integration of health  | Not Required  | Not Required  |
| Electives   | 8 credits  | 2 credits   | 3 credits in single vocational/career education program and 1 credit in electives<br><b>OR</b><br>3 credits in single career/technical certificate dual enrollment courses and 1 credit in electives<br><b>OR</b><br>5 credits in vocational/career education courses |
| <b>Total</b>  | <b>24 credits</b>  | <b>18 credits</b>   | <b>18 credits</b>   |
| State Assessment Requirements                             | Passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT)                     | Passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT)                                    | Passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT)  |
| Grade Point Average (GPA) Requirements                    | Cumulative GPA of 2.0 on a 4.0 scale   | Cumulative GPA of 3.5 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits | Cumulative weighted GPA of 3.0 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits  |

<sup>1</sup>All courses earned toward the 3-year/18-credit College Prep Program must satisfy admission requirements for the State University System (SUS). To determine which courses meet State University System admission requirements, please use the [Comprehensive Course Table](#) or see high school counselor for assistance. At least 6 of the 18 credits must be in courses that include dual enrollment, Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certificate of Education (AICE), or are specifically listed as rigorous by the Department of Education.

| For Students Entering Grade 9<br>In 2011-2012 School Year |  |   |   |
|---|--|---|---|
| Subject Area  | Graduation Requirements<br>of 24-Credit Program  | Graduation<br>Requirements<br>of 3-year/18-Credit<br>College Prep Program <sup>1</sup>  | Graduation<br>Requirements<br>of 3-year/18-Credit<br>Career Prep Program  |
| English   | 4 credits, with major concentration in composition, reading for information, and literature  | 4 credits, with major concentration in composition and literature   | 4 credits, with major concentration in composition and literature   |
| Mathematics   | 4 credits, one credit must be Algebra 1 or its equivalent or a higher-level math course; one credit must be Geometry or its equivalent or a higher-level math course | 4 credits, one credit must be Algebra 1 or its equivalent or a higher-level math course; one credit must be Geometry or its equivalent or a higher-level math course                | 4 credits, one credit must be Algebra 1 or its equivalent or a higher-level math course; one credit must be Geometry or its equivalent or a higher-level math course  |
| Science   | 3 credits in Natural Science; must include one credit in biology and one credit in physical science, chemistry or physics  | 3 credits in Science, one credit must be Biology 1 or its equivalent  | 3 credits in Science, one credit must be Biology 1 or its equivalent  |
| Social Studies  | 1 credit World History<br>1 credit US History<br>.5 credit US Govt.<br>.5 credit Economics   | 1 credit World History<br>1 credit US History<br>.5 credit US Govt.<br>.5 credit Economics  | 1 credit World History<br>1 credit US History<br>.5 credit US Govt.<br>.5 credit Economics  |
| Foreign Language  | Not required for high school graduation, but required for admission into state universities  | 2 credits in the same language or demonstrated proficiency in a second language   | Not Required  |
| Fine/Performing Arts                                      | 1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)                                      | Not Required  | Not Required  |
| Physical Education  | 1 credit in Physical Education to include the integration of health  | Not Required  | Not Required  |
| Electives   | 8 credits  | 2 credits   | 3 credits in single vocational/career education program and 1 credit in electives<br><b>OR</b><br>3 credits in single career/technical certificate dual enrollment and 1 credit in electives<br><b>OR</b><br>5 credits in vocational/career education courses |
| <b>Total</b>  | <b>24 credits</b>  | <b>18 credits</b>   | <b>18 credits</b>   |
| State Assessment Requirements                             | Passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT)                     | Passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT)                                    | Passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT)  |
| Grade Point Average (GPA) Requirements                    | Cumulative GPA of 2.0 on a 4.0 scale   | Cumulative GPA of 3.5 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits | Cumulative weighted GPA of 3.0 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits  |

<sup>1</sup>All courses earned toward the 3-year/18-credit College Prep Program must satisfy admission requirements for the State University System (SUS). To determine which courses meet State University System admission requirements, please use the [Comprehensive Course Table](#) or see high school counselor for assistance. At least 6 of the 18 credits must be in courses that include dual enrollment, Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certificate of Education (AICE), or are specifically listed as rigorous by the Department of Education.



## ACCELERATION PROGRAMS AND ADVANCED COURSEWORK

Studies show that students who complete a solid academic program in high school, including advanced courses, are more likely to be successful in college. Students in all graduation programs are encouraged to take advantage of advanced course offerings and acceleration programs, such as dual enrollment, early admission, the Advanced Placement Program, the International Baccalaureate Diploma Program, the Advanced International Certificate of Education Program, and the Florida Virtual School. These programs are available to all qualified students, no matter which graduation program they choose. For information, contact your child's school counselor.

### INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAM

The IB Diploma Program is a rigorous pre-university course of study leading to internationally standardized tests. The program's comprehensive two-year curriculum allows its graduates to fulfill requirements of many different nations' education systems. Students completing IB courses and exams from six subject groups are eligible for college credit. The award of credit is based on scores achieved on IB exams. Students can earn up to 30 postsecondary semester credits by participating in this program at the high school level. Approximately 58 Florida high schools offer an IB Diploma Program. Students in Florida's public secondary schools enrolled in IB courses do not have to pay to take the exams. For information, visit <http://www.ibo.org>.

### ADVANCED INTERNATIONAL CERTIFICATE OF EDUCATION (AICE) PROGRAM

The AICE Program is an international curriculum and examination program modeled on the British pre-college curriculum. To be considered for an AICE Diploma, a candidate must earn the equivalent of six credits by passing a combination of examinations at either the full (one credit) Advanced Subsidiary Level (AS) or double (two credits) International Advanced Level (A), with at least one course coming from each of the three curriculum areas. Florida's colleges and universities provide college credit for successfully passing the exams. Students in Florida's public secondary schools enrolled in AICE courses do not have to pay to take the exams. For information, visit <http://www.cie.org.uk/qualifications/academic/uppersec/aice> and [http://www.cie.org.uk/docs/qualifications/aice/AICE\\_introduction.pdf](http://www.cie.org.uk/docs/qualifications/aice/AICE_introduction.pdf).

### DUAL ENROLLMENT AND EARLY ADMISSION

These programs allow eligible high school students to enroll in postsecondary courses. They earn credit toward high school graduation and, at the same time, earn credit toward a college degree or technical certificate. All 28 Florida colleges and some of the state universities participate in dual enrollment. Students are permitted to take dual enrollment courses on a part-time basis during school hours, after school, or during the summer term. Dual enrollment students do not have to pay registration, matriculation, or laboratory fees. In addition, textbooks for dual enrollment are provided to students free of charge. Dual enrollment courses will be weighted the same as courses taught through other acceleration mechanisms. Students should be aware that grades received through dual enrollment at Florida colleges and universities become part of the permanent postsecondary record. State universities will not admit a student who has less than a 2.0 grade point average on a 4.0 scale.

### ADVANCED PLACEMENT (AP) PROGRAM

The College Board's AP Program is a nationwide program consisting of more than 30 college-level courses and exams offered at participating high schools. Subjects range from art to statistics. Students who earn a qualifying grade of three or above on an AP exam can earn college credit, or AP credit, or both, depending on the college or university. Students in Florida's public secondary schools enrolled in AP courses do not have to pay to take the exams. For information, visit <http://www.collegeboard.com/student/testing/ap/about.html>.

### INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (PRE-AICE) PROGRAM (IGCSE)

The IGCSE Program is an international curriculum and examination program designed for 14- to 16-year-old students. Participants who obtain an IGCSE qualification from Cambridge are prepared for further academic success, including progression to the British pre-college curriculum "A-Level" study (AICE Program). Students in Florida's public secondary schools enrolled in pre-AICE courses do not have to pay to take the exams. For information, visit <http://www.cie.org.uk> and click on *Qualifications and Diplomas*, then *IGCSE*.

### FLORIDA VIRTUAL SCHOOL (FVS)

The FVS offers high-quality, online high school curricula, including AP courses. The FVS Program can be a resource for students with limited access to AP offerings. For information, visit <http://www.flvs.net>.

### ADULT EDUCATION

Many school districts let high school students take courses through their adult education program. Credits earned may be applied to requirements for high school graduation, subject to the local school board's policies. For more information, visit <http://www.fldoe.org/workforce/adulted/>

### COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)

Students with strong content background in a subject area can earn credit through an examination program administered by the college they attend. One such program is the College-Level Examination Program (CLEP). Candidates for the CLEP include students who have completed an AP course but did not take or earn a qualifying score on the AP exam. Other students who have taken several high school courses in one particular subject area may wish to take a CLEP exam. For more information on CLEP testing sites and dates, contact the admissions or registrar's office at the postsecondary institution in your area.



## Volusia Virtual School

Volusia Virtual School is taking the next evolutionary step in the delivery of digital curriculum. Offering virtual classes during the school day provides scheduling flexibility for schools while meeting the needs of students who may not be able to attend school for the full day. Providing students with virtual options may allow those with personal or employment issues an alternative to complete their diploma requirements. Moreover, a virtual environment can meet the needs of students who learn more productively in their own time, in their own space.

### Courses Available Online:

#### English

|                               |          |
|-------------------------------|----------|
| English 1 or English 1 Honors | 1 credit |
| English 2 or English 2 Honors | 1 credit |
| English 3 or English 3 Honors | 1 credit |
| English 4 or English 4 Honors | 1 credit |

**Math**—students must have earned at least a “C” average in their previous math courses in order to enroll.

|   |          |
|---|----------|
| Algebra 1 or Algebra 1 Honors             | 1 credit |
| Geometry or Geometry Honors               | 1 credit |
| Liberal Arts Math                         | 1 credit |
| Algebra 2 or Algebra 2 Honors             | 1 credit |
| Advanced Algebra w/ Financial Application | 1 credit |
| Pre-Calculus                              | 1 credit |

#### Science

|   |          |
|---|----------|
| Biology or Biology Honors                         | 1 credit |
| Physical Science                                  | 1 credit |
| Earth/Space Science or Earth Space Science Honors | 1 credit |
| Chemistry or Chemistry Honors                     | 1 credit |

#### Social Studies

|   |          |
|---|----------|
| World History or World History Honors       | 1 credit |
| American History or American History Honors | 1 credit |
| Economics/Am Gov or Economics/Am Gov Honors | 1 credit |

#### Physical Education

|                               |            |
|-------------------------------|------------|
| Fitness Lifestyle Design (PE) | .50 credit |
| Personal Fitness              | .50 credit |

#### Electives

|                          |            |
|--------------------------|------------|
| World Cultural Geography | 1 credit   |
| Psychology 1&2           | 1 credit   |
| AP Psychology            | 1 credit   |
| Speech 1                 | 1 credit   |
| Writing 1                | .50 credit |

***Additional courses to be added in the future.***

**For more information visit our website:** <http://myvolusiaschools.org> Click on the “Schools” tab at the top of the page, then under “Schools of Choice” click on “Volusia Virtual School” or call (386) 322-6100 X 38342. Students applying for part-time placement submit their VVS application to their school counselor.



### STATE UNIVERSITY SYSTEM ADMISSION REQUIREMENTS

To qualify to enter one of Florida's public universities, a student must:

- ☐ Meet the following minimum requirements:
  - High school graduation with a standard diploma
  - Grade point average in high school academic core courses (minimum 2.5 GPA required)
  - Admissions test scores (minimum requirements)
    - SAT: Reading 480/Math 480/Writing 440
    - ACT: Reading 19/Math 19/English/Writing 18

OR

- ☐ Qualify for the Talented 20 program

OR

- ☐ Be selected through a "student profile assessment" that considers other special factors (e.g., special talents)

The 18 high school credits required for SUS admission are:

- 4 English (3 with substantial writing)
- 4 mathematics (Algebra I level and above)
- 3 natural science (2 with lab component)
- 3 social science
- 2 foreign language (in the same language)
- 2 approved electives (in certain combinations)

### THE FLORIDA COLLEGE SYSTEM ADMISSION REQUIREMENTS

To qualify to enter an associate degree program at one of Florida's colleges, a student must:

- ☐ Graduate with a standard high school diploma
- OR
- ☐ Earn a high school equivalency diploma
- OR
- ☐ Have previously demonstrated competency in college credit postsecondary coursework

OR

- ☐ Earn a College Placement Test (CPT) eligible Certificate of Completion

AND

- ☐ Demonstrate achievement of college-level communication and computation skills (per standardized test scores to enroll in credit-bearing education courses)

The 18 high school credits recommended for admission to the Florida college system are:

- 4 English (3 with substantial writing)
- 4 mathematics (Algebra I level and above)
- 3 natural science (2 with lab component)
- 3 social science
- 2 foreign language (in the same language)
- 2 approved electives (in certain combinations)

For those students interested in non-degree certificate program or baccalaureate degree programs, please see an admissions counselor as requirements may vary.

### BRIGHT FUTURES SCHOLARSHIP REQUIREMENTS FOR 2014 HIGH SCHOOL GRADUATES

These are subject to change with each legislative session.

- ☐ 16 Credits in college preparatory courses in the following areas:
  - 4 English (3 with substantial writing)
  - 4 mathematics (Algebra I level and above)
  - 3 natural science
  - 3 social science
  - 2 foreign language (sequential, in the same language)
- ☐ Up to two additional credits from courses in the academic areas listed above and/or AP, IB, AICE fine arts courses to raise the GPA
- ☐ A 3.5 weighted GPA in the above courses, 75 hours community services, and a best composite score of 1280 on the SAT Reasoning Test (based on the combined Critical Reading and Math sections only) or 29 on the ACT (excluding the writing section) to be a Florida Academic Scholar (FAS)
- ☐ A 3.0 weighted GPA in the above courses and a minimum score of 1050 on the SAT or 23 on the ACT to be a Florida Medallion Scholar (FMS)

For other ways to qualify for Bright Futures, visit

<http://www.floridastudentfinancialaid.org/SSFAD/bf>

### FLORIDA GOLD SEAL VOCATIONAL SCHOLARS AWARD (GSV)

- ☐ 16 credits in the following areas:
  - 4 English
  - 4 mathematics (including 1.0 Algebra I equivalent or higher geometry)
  - 3 natural science
  - 3 social science (United States history, world history, United States government, and economics)
  - 1 fine, OR 1 identified practical art, OR .5 credit in each
  - 1 physical education to include the integration of health
- ☐ A 3.0 weighted GPA in the core credits required for graduation\*
- ☐ 3 career and technical education credits in one vocational program taken over at least 2 academic years with an unweighted 3.5 GPA in those courses
- ☐ A minimum section score listed below on each section of either the CPT, SAT, or ACT (sections of different test types may not be combined)
  - CPT: Reading 83/Sentence Skills 83/Algebra 72
  - SAT: Reading 440/Math 440
  - ACT: English 17/Reading 18/Math 19

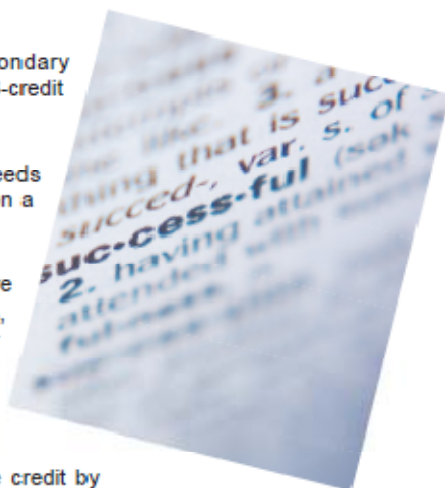
\*College or career preparatory diplomas may be used to qualify for GSV, with appropriate career and technical education electives.

<http://www.floridastudentfinancialaid.org/SSFAD/tf/gsvrequire.htm>

## MAKING THE RIGHT CHOICE

The right graduation program for a particular student is the one that best fits the abilities, interests, and goals of that individual student. Families should consider the educational benefits of each program and choose the one that will best prepare the student for his/her postsecondary education or career plan. Here are some things that students and families should consider:

- ✓ What is the student's postsecondary education and/or career goal?
- ✓ Is the student prepared to make a choice about postsecondary education and possible career paths?
- ✓ If the student is planning to attend a postsecondary institution away from home, does he or she have the mature decision-making skills needed to make the informed, safe choices required for independent living?
- ✓ Are three electives enough, or is the student interested in taking additional courses to explore his/her interests?
- ✓ Does the student want to participate in sports or other extracurricular activities for four years, or are three years enough?
- ✓ Can the student meet admissions requirements for postsecondary education institutions of his/her choice by choosing a three-year, 18-credit graduation program?
- ✓ Has the family considered expenses and possible financial aid needs that may result from the student starting postsecondary education a year early?
- ✓ Is the student going to compete for scholarships that require certain academic core courses, community service experiences, demonstrated leadership skills, or participation in extracurricular activities?
- ✓ Has the family considered that the student has the option of taking an additional year of academic or technical courses through dual enrollment or to earn additional AP course credit and/or college credit by choosing the 24-credit program?
- ✓ Is the student planning to play college level sports and if so will the student meet the NCAA course eligibility requirements?
- ✓ If the student is enrolled in a prepaid college tuition plan, can the family pay off the balance of the plan a year early?



Families and students are encouraged to contact the school counselor or career specialist at the student's school for more information about graduation programs, financial aid opportunities, accelerated programs, and college or career plans. Students and parents are also encouraged to continue to discuss their plans with the school counselor on a regular basis during the middle school and high school years. Students need to be interested and involved in their academic progress and in planning for their futures in order to ensure that they will be prepared to achieve their postsecondary goals.

## POINTS TO REMEMBER WHEN CHOOSING A GRADUATION PROGRAM

- ❑ Students who choose a three-year graduation program may still qualify for acceleration programs (e.g., AP, dual enrollment, IB, AICE) and for a Florida Bright Futures Scholarship if they meet the eligibility and/or admissions requirements for those programs and scholarships.
- ❑ Students who choose a three-year graduation program can participate in the National Merit Scholarship Program if they take the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) in either the next-to-last year or the last year they are enrolled in high school. Those who take the PSAT/NMSQT in their last year of high school will be entering competition for awards to be offered as they are completing their first year of college.
- ❑ Students who complete a three-year graduation program cannot remain in school for a fourth year after graduating from high school. Students will lose a year of potential athletics eligibility by opting for a three-year program. Issues such as continued eligibility for high school athletics or other extracurricular activities should be taken into consideration when making the decision.
- ❑ Students who choose a three-year graduation program will automatically move to the four-year graduation program if they do not earn five credits by the end of grade 9 or 11 credits by the end of grade 10, do not achieve a score of three or higher on the Grade 10 FCAT 2.0 Reading, or do not meet credit or GPA requirements by the end of their third year. Passing the Grade 10 FCAT 2.0 Reading is critical.
- ❑ Students who meet specified requirements for a comprehensive program of study in career education may be recognized with a career education certification on their high school diploma.
- ❑ High school credits awarded before grade 9 can be counted toward the required credits for all graduation programs.
- ❑ The three-year graduation programs are only available to students who will receive a standard diploma.
- ❑ Students who complete the three-year college preparatory program must still satisfy minimum academic core credit requirements for SUS admissions.
- ❑ Students who choose the three-year career preparatory program must take their electives in career and technical education courses.
- ❑ Students who plan to apply to an out-of-state or private in-state college or university and who are interested in one of the three-year graduation programs should contact those institutions as early as possible for specific admissions requirements.

### Special Notes

#### Three-Year, 18-Credit College Preparatory Program

- Six of the 18 credits earned through the Three-Year, 18-Credit College Preparatory Program must be completed in courses that include dual enrollment, AP, IB, AICE, or specifically listed as rigorous by the Department of Education.

#### Mathematics

- The series of courses identified as "equivalent" for satisfying the Algebra I for graduation purposes count as one of four credits required in mathematics for state university admission purposes.
- Algebra I EOC (End of Course) assessment is required, and will count as 30 percent of course grade, if enrolled.
- Courses identified as "equivalent" for satisfying geometry for high school graduation include Geometry Honors and certain dual enrollment courses.
- Students in grades 6–8, who earned high school credit in Algebra I during the 2007–2008 through 2009–2010 school years and have not taken the Grade 10 FCAT Mathematics must take the Algebra I EOC assessment during the 2010–2011 school year.

#### Middle Grades Forgiveness

- Students in grades 6–8 who take any high school-level course(s) for high school credit and earn a grade of "C," "D," or "F" may replace the grade with a grade of "C" or higher earned subsequently in the same or comparable course(s) in accordance with the district school board's forgiveness policy.

**For assistance with Algebra I and/or geometry equivalents visit or call the high school counselor.**



## FLORIDA DEPARTMENT OF EDUCATION RESOURCES

**FACTS.org** is Florida's free academic advising website. The site includes services to help students prepare for and succeed in school and beyond. FACTS.org makes it easy for public middle and high school students to be involved in their academic and career planning. By establishing a login ID, students can create an ePersonal Education Plan (ePEP) that maps out high school coursework according to individual goals. Students can also monitor their progress by running evaluations against transcript information and the requirements for high school diplomas, State University System admissions, Bright Futures Scholarships, and a new federal grant called the Academic Competitiveness Grant (ACG). FACTS.org services support Florida Department of Education initiatives and legislative reforms. For more information, visit <http://www.facts.org>, contact the FACTS.org Help desk toll-free at (866) 324-2618, or e-mail them at [facts@admin.usf.edu](mailto:facts@admin.usf.edu).

*Florida Counseling for Future Education Handbook* is a comprehensive guide designed for Florida's middle and high school counselors to help counsel students who will enroll in Florida's postsecondary institutions. The handbook is updated annually with the most current version available on FACTS.org from the *Counselors and Educators* section.

**Office of Student Financial Assistance (OSFA)** administers state-funded and some federally funded grants and scholarship programs to assist students with the costs of postsecondary education. For information, visit <http://www.floridastudentfinancialaid.org> or call toll-free (888) 827-2004.

**Federal Student Aid** is your source for free information from the U.S. Department of Education on preparing for and funding education beyond high school. Visit <http://www.studentaid.ed.gov>.

**Talented 20 Program** provides students in the top 20 percent of their class guaranteed admission, within space and fiscal limitations, into one of Florida's 11 state universities. Please note that while eligible students are guaranteed admission, they may not necessarily be admitted to the campus of choice. These students are given priority for the awarding of funds from the Florida Student Assistance Grant Program although this program provides no scholarships. For more information on how to qualify, visit <http://www.fldoe.org/Talented20/> or call the Student Support Services Project office at (850) 245-7851.

**FCAT Explorer** is a free online practice program for Florida's public school students. The system features three practice programs created especially for middle school students (Reading Island, Interactive Library, and Math Navigator) and two practice programs created for grade 10 students (Reading Timeline and Math Timeline). All five programs offer practice for the skills tested on the FCAT and include features to help students get the most from their study time. Students may use the system on any computer connected to the Internet, whether at school, at the library, or at home. Visit <http://www.fcatexplorer.com>.

**CHOICES** website is a comprehensive career information system that uses a flexible approach that combines graphics, multimedia, and search strategies to allow students to explore career and educational options. The site includes links to key websites related to career exploration to help students plan for a career. Visit <http://www.flchoices.org>.

**Career Voyages** website provides information and guided support for students in determining the best career path. The website includes Florida-specific information about high-growth jobs with better wages, including new career fields, video tours for students, and an online interest inventory. Visit <http://www.careeronestop.org/studentsandcareeradvisors/studentsandcareeradvisors.aspx>.

## VI. ACADEMIC AND ELECTIVE PROGRAMS

New Smyrna Beach High School is a comprehensive high school serving 1,900 students. With **state-of-the-art facilities, equipment, and technology**, the faculty and staff are extremely proud of the **excellent educational opportunities** available to students. Over the years, the school has been recognized for its **outstanding programs and student achievements**. These include:

- 2009-10 Recognized as an "A" School by the State of Florida
- 2008-10 Recognized as a 5 Star High School for parent and community involvement
- 2007-08 Recognized as an 'A' High School by state of Florida
- 2007-08 Selected as a Model School by the International Center for Leadership in Education
- 2006-07 Selected as a participant in the Florida Secondary Redesign Initiative
- 2006-07 Selected as a state model for innovation and a presenter at the K-12 Innovation Fair resulting in the school becoming a statewide mentor for other high schools
- 2005-07 Selected as a Model School by the International Center for Leadership in Education
- 2005-07 Selected as one of the "25 Most Promising High Schools in Florida"
- 2004-07 Named as a member in the National Successful Practices Network
- 2000 Received the National Blue Ribbon School of Excellence

### ADVANCED PLACEMENT PROGRAM

Through the **Advanced Placement (AP) Program** at New Smyrna Beach High School, students are able to earn **sophomore standing at over 3,000 colleges and universities**. Established in 1955 by the College Board, the AP program offers a rigorous, accelerated curriculum for academically talented and highly motivated students **to complete college-level courses while still in high school**. The program also provides students with the knowledge and skills necessary to compete with the "best" students at the college/university level.

NSBHS currently offers a variety of different AP courses in foreign language, math, science, English, social studies, art, and music. Recognized worldwide for its rigor, the AP program offers students great flexibility in designing their high school curriculum. AP courses receive an additional 1.0 weighting in a student's grade-point average. Beginning in the 9<sup>th</sup> grade, students at NSBHS may enroll in AP Human Geography; begin earning college credit based on their performance on the exam taken in May. Students wishing to enroll in the AP program at NSBHS must complete an application for the Advanced Placement Program. Acceptance into the program is based on the student's grade-point average (GPA), standardized test scores, and teacher recommendations.

Students in the AP program are still eligible to participate in the academies, fine arts programs, technology courses, and other specialized electives. AP students also participate in the wide variety of athletic and extracurricular activities, as well as being school leaders and community volunteers.

### HONORS PROGRAM

The **Honors Program** at New Smyrna Beach High School offers honors courses in English, mathematics, science, social studies, foreign language, fine arts and CTE. As a **college-preparatory program**, emphasis is placed on the development of writing, thinking, reading comprehension and mathematical skills necessary for success in college-level courses. Coursework is designed to help students develop the higher level critical and creative thinking skills of analysis, synthesis and evaluation.

### ACADEMIC SUPPORT PROGRAMS

Several programs are offered at New Smyrna Beach High School to help students achieve academically and graduate from high school. Students and/or parents should contact the school counseling department for more information concerning these programs.

**APEX Lab:** This computer-based program offers credit in most academic courses required for graduation (English, mathematics, science, and social studies). Students are self-paced and will receive semester credits upon completion of all work. Work must be completed at 70% mastery. Students should see their counselor to enroll and select from the available courses.

**After-School Tutoring:** Tutoring is offered Tuesday through Thursday in English, mathematics, science and social studies. Students needing additional help are welcome to attend. Times and places are posted in all classrooms and throughout the school.

Honors courses receive an additional 0.5 weighting in the student's GPA. Enrollment in the Honors Program is based on the student's grade-point average (GPA), standardized test scores and teacher recommendations.

### GIFTED PROGRAM

For students who have been identified as gifted according to the district guidelines, the school provides unique opportunities to meet these students' needs. Through **gifted consultation services** offered in grades 9-12, the gifted teacher monitors student academic progress and achievement and provides additional counseling and educational-career planning.

### MEDALLION PROGRAM

The **Medallion Program** is designed for students preparing for postsecondary education at state colleges and technical schools or direct-entry careers. Many of these students will continue their postsecondary studies at four-year colleges or universities. Emphasis will be placed on increasing student proficiency in math, reading, and writing in preparation for the Florida Comprehensive Assessment Test (FCAT), a graduation requirement, and the college admissions tests (SAT/ACT).

Preparation for technical careers will greatly enhance the students' abilities to enter the job market and qualify for employment opportunities for the following reasons:

- Technical careers offer good salaries, interesting work and opportunities for advancement with less than four-year college degrees.
- They represent a large portion of the job growth in Florida and throughout the country.

Students in the Medallion Program will select one of many excellent Career and Technical Education Programs offered at New Smyrna Beach High School. These programs prepare students for entry-level employment in the job market or serve as an introduction to one or two-year certificate programs at state colleges.

## SCHOOL OF PERFORMING & FINE ARTS

In the School of Performing & Fine Arts, students interested in the arts may pursue **art, dance, drama, instrumental music, vocal music, and music theory**. Over the years, the performing and fine arts students have received numerous superior ratings and first-place recognition at district, state, and national festivals and competitions. In the area of art, students may study drawing, painting, sculpture, ceramics, and photography. Advanced students may also enroll in one of three Advanced Placement (AP) Art courses—2D Design (painting or photography), 3D Design, and Drawing. Dance students may take dance technique and choreography classes, as well as audition for the national champion Showdoll Dance Corps. Students desiring to learn all facets of the theatre may enroll in four different levels of drama including honors courses. An extensive music program enables students to pursue marching and concert bands, jazz ensemble, guitar and piano keyboarding. In addition, these performing and fine arts students perform at many community functions and civic organizations.

**ART:** The art department offers programs in drawing and painting, sculpture, ceramics, and photography. The entry-level courses for each of these programs are Art 2D Comprehensive 1 and Art 3D Comprehensive 1. This year-long sequence introduces students to each of these areas. These sequences culminate in portfolio classes or one of three AP Art courses (AP Studio Art: 2D Design; AP Studio Art: 3D Design, and AP Studio Art: Drawing).

**DANCE:** The school offers a 4-year program with courses in dance technique and choreography. In addition, students may audition for the nationally recognized Showdoll Dance Corps. The Halloween Spooktacular, Christmas Spectacular and Spring Fling are annual community affairs with dancers performing to sold-out crowds.

**DRAMA/THESPIANS:** Students may select Drama 1-4 or 4Honors. Students competing at district and state competitions have won many superior and excellent awards. Students learn all aspects of theater from acting to directing, costuming, lighting and set design.

**MUSIC-INSTRUMENTAL:** Courses include symphonic band, beginning band, jazz ensemble, percussion ensemble, advanced placement music theory, piano keyboarding, and guitar class. Students enrolled in the symphonic band class also makes up the Cuda Marching band. All ensembles maintain an active performance schedule in the community including concerts on campus and elsewhere, parades, and festivals. In addition the band ensembles participate in Florida Bandmaster's marching, jazz, solo, ensemble, and concert music performance assessments annually.

**HONORS CREDIT:** Honors credit can be earned in all of the visual and performing arts programs during the student's junior and senior years. At the beginning of each school year, students sign an honors contract to earn credit. Students are expected to attend community performing arts function as well as complete individual projects identified cooperatively by the teacher and the student.

## ACADEMIES

**CAREER ACADEMIES:** A career academy is an exciting educational opportunity for students interested in a specific career area. It is a school-within-a-school that offers academic programs organized around broad career themes. Academies integrate classroom instruction with work-based learning. Career academies equip students with the academic skills and workforce competencies for post-secondary education and work. Staffed by a team of educators from various disciplines, the teachers work to build a sense of membership among the students. Curricula are integrated or interdisciplinary and are often planned in conjunction with business partners from the related industries. Class activities use real-world applications and a wide variety of career-based experiences including job shadowing, internships, and paid on-the-job (OJT) training.

- In the **AGRITECHNOLOGY AND ENVIRONMENTAL RESOURCES ACADEMY**, students may select to study agriculture, horticulture, veterinary assisting, or marine resources. Through field trips to the school farm and the area marine environments, students will have many hands-on experiences. This Academy has been recognized as a **Gold Level Academy** based on the District Academy Assessment
- The **CULINARY ARTS ACADEMY** utilizes the industry-standard ProStart Curriculum to teach students industry skills in food service. Students in the advanced courses are responsible for the total operation of Cuda Café, a school-based restaurant that serves 100-150 people four times weekly, and for Cuda Catering, a catering service available to community organizations.
- Developed 12 years ago through a partnership with Bert Fish Medical Center, the **MEDICAL ACADEMY** provides a four-year program of studies that includes a rigorous academic and career-focused curriculum in the medical fields. Students participate in job shadowing and internship experiences at local medical facilities. Upon graduation from the Medical Academy, students will be prepared for immediate employment or admittance to a two- or four-year college or university. The Medical Academy has been recognized as a **Gold Level Academy** based on the District Academy Assessment.

**ACADEMY OF ENTERTAINMENT AND SPORTS MARKETING:** In this academy, students may pursue several high-tech career pathways. Students develop skills in advertising, public relations, publishing, marketing including Internet, sales, and TV media. Through the operation of the *Cuda Store*, an on-campus retail store including Internet marketing, students apply real-world skills and may earn Certified eMarketer Certification (CeMA), and/or ASK Certification (Assessment of Skills and Knowledge in Business). The Academy of Entertainment and Sport Marketing has been recognized as a **Gold Level Academy** based on the District Academy Assessment.

**ENGINEERING ACADEMY:** Through **Project Lead the Way (PLTW)**, a nationally recognized **pre-engineering program**, students study all areas of engineering (Engineering Design, Digital Electronics, Computer Integrated Manufacturing, Civil Engineering & Architecture, Aerospace Engineering, and Biotechnical Engineering) through computer simulations.



# CAREER AND TECHNICAL EDUCATION ACADEMIES & PROGRAMS

The following Career and Technical Education (CTE) Academies and Programs are offered at New Smyrna Beach High. Those that are Gold Seal Programs are indicated.

| <b>Agritechnology &amp; Environmental Resources Academy</b>         |                  |
|---|------------------|
| <b>Course</b>   | <b>Credit(s)</b> |
| <b>Agritechnology (Gold Seal)</b>                                   |                  |
| Agriscience Foundations 1   | 1                |
| Agritechnology 1 & 2  | 2                |
| <b>Horticulture Science &amp; Services (Gold Seal)</b>              |                  |
| Agriscience Foundations 1   | 1                |
| Introductory Horticulture 2 & 3                                     | 2                |
| <b>Veterinary Assisting (Gold Seal)</b>                             |                  |
| Agriscience Foundations   | 1                |
| Veterinary Assistant 1  | 1                |
| Veterinary Assistant 2  | 1                |
| Veterinary Assistant 3  | 1                |
| <b>Agriculture (NOT Gold Seal)</b>                                  |                  |
| Agriculture Education Directed Study                                | 2                |
| <b>Culinary Arts Academy</b>  |                  |
| <b>Course</b>   | <b>Credit</b>    |
| <b>Culinary Arts (Gold Seal)</b>                                    |                  |
| Culinary Arts 1   | 1                |
| Culinary Arts 2/3   | 2                |
| Culinary Arts 4/5   | 2                |
| Family & Consumer Sci. Coop Ed. OJT                                 | 1-2-3            |
| Culinary & Hospitality Specialties 1 (Not GS)                       | 1                |
| <b>Engineering Academy</b>  |                  |
| <b>Course</b>   | <b>Credit</b>    |
| <b>Engineering Technology (Gold Seal)</b>                           |                  |
| Intro to Engineering Design   | 1                |
| Principles of Engineering   | 1                |
| Digital Electronics   | 1                |
| Computer Integrated Manufacturing                                   | 1                |
| <b>Entertainment &amp; Sports Marketing Academy</b>                 |                  |
| <b>Course</b>   | <b>Credit</b>    |
| <b>Sport, Recreation, &amp; Entertainment Marketing (Gold Seal)</b> |                  |
| Sport, Recreation & Entertain Essentials                            | 1                |
| Sport, Recreation & Entertain Application                           | 1                |
| Sport, Recreation & Entertain Market Management                     | 1                |
| Principles of Entrepreneurship Cp Ed OJT                            |                  |
| <b>Medical Academy</b>  |                  |
| <b>Course</b>   | <b>Credit</b>    |
| <b>First Responder (Gold Seal)</b>                                  |                  |
| Medical Skills & Services   | 1                |
| Health Science 1  | 1                |
| Health Science 2  | 1                |
| First Responder   | 1                |
| <b>Medical Internships (NOT Gold Seal)</b>                          |                  |
| Executive Internship  | .50              |

| <b>CAREER &amp; TECHNICAL PROGRAMS</b>              |               |
|---|---------------|
| <b>Course</b>                                       | <b>Credit</b> |
| <b>Building Construction Technology (Gold Seal)</b> |               |
| Building Construction Technology 1                  | 1             |
| Building Construction Technology 2                  | 1             |
| Building Construction Technology 3                  | 1             |
| Building Construction Technology 4                  | 1             |
| <b>Criminal Justice Operations (Gold Seal)</b>      |               |
| Criminal Justice Operations 1                       | 1             |
| Criminal Justice Operations 2                       | 1             |
| Criminal Justice Operations 3                       | 1             |
| <b>Early Childhood Education (Gold Seal)</b>        |               |
| Early Childhood Education 1                         | 1             |
| Early Childhood Education 2/3                       | 2             |
| Early Childhood Education 4/Dir. Study              | 2             |
| <b>Game/Simulation (Gold Seal)</b>                  |               |
| Game & Simulation Foundations                       | 1             |
| Game & Simulation Design                            | 1             |
| Game & Sim 2D or                                    | 1             |
| Game & Sim Programming                              |               |
| Game & Sim 3D Graphic Animation or                  | 1             |
| Multi-User Game & Sim                               |               |
| <b>Television Production</b>                        |               |
| Digital Video & Sound Fund (TV1)                    | 1             |
| TV Production 2                                     | 1             |
| TV Production 3                                     | 1             |

## VII. OTHER EDUCATIONAL PROGRAMS

### ACADEMIC DUAL ENROLLMENT

All students planning to dual enroll in courses for A.A. (Associate of Arts) degree programs or A.S. (Associate of Sciences) degree programs must take the appropriate DSC placement test unless they have taken the SAT or ACT test and achieved the following scores:

|     |        |       |     |         |     |
|-----|--------|-------|-----|---------|-----|
| SAT | Verbal | 440 + | ACT | Reading | 18+ |
| SAT | Math   | 440 + | ACT | English | 17+ |
|     |        |       | ACT | Math    | 19+ |

Students who have not taken the SAT or ACT must take the CPT (College Placement Test) at DSC. This test will be used to determine whether or not a student is ready for college-level courses and able to dual enroll while still in high school. Students should see their high school counselor for further information and **prior to taking the CPT.**

Dual enrollment is an opportunity for students to earn both high school and college credit simultaneously. Students who qualify may take courses from Daytona State College. The credit earned will be awarded at the high school toward graduation, and the college credit is placed in escrow until the student graduates from high school.

Requirements include:

- \* Must be enrolled in the School District of Volusia County.
- \* Must be recommended by the school counselor and the school principal.
- \* Must be granted permission to participate by the student's parent or legal guardian unless the student is 18 years old.

Must have a 3.0 (or higher) grade-point average (GPA) in regular or advanced classes and exhibit sufficient emotional maturity and study habits.

### CAREER AND TECHNICAL DUAL ENROLLMENT

Students who plan to enroll in certificate programs must take the Test of Adult Basic Education (TABE) and score at a predetermined level to enter certificate program courses. Students should see their high school counselor for further information and **prior to taking the TABE.**

Students in the Career and Technical Education Program will be able to participate in dual enrollment through Daytona State College and may earn college credit while still in high school. Students do not need to take the CPT (College-Placement Test) to dual enroll in career and technical courses. These credits count both toward high school graduation and technical certificates or associate of science degrees and do not cost the student any money. The student must meet the following requirements for admission:

- \* Must be enrolled in the School District of Volusia County.
- \* Must be recommended by the school principal and approved by the Director of Vocational Education, Volusia County Schools, and the Daytona State College Dean of Technology or designee.
- \* Must be granted permission by the student's parent or legal guardian unless the student is 18 years old.
- \* In associate of science degree courses, a 2.5 or higher grade-point average in regular or advanced classes is recommended. Students should also exhibit sufficient emotional maturity and study habits.
- \* In certificate programs, students must have sufficient emotional maturity and good study habits to benefit from the program. As a rule, vocational programs will be offered only for students in tenth grade and beyond. Ninth graders will only be admitted with special permission.
- \* All college credits earned through dual enrollment prior to graduation from high school will be recorded on the student's permanent academic record (transcript) at DSC and held "in escrow" until the student graduates.

## VIII. Exceptional Student Educational Programs

Students with exceptionalities (ESE) are provided a continuum of services based on individual student needs. ESE students will be included in regular high school programs as fully as possible as determined by the student's current Transition Individual Educational Plan (TIEP). Alternative programs of study are available as identified by the TIEP. ESE students may elect to pursue the following diploma options:

### STANDARD HIGH SCHOOL DIPLOMA

An ESE student who has mastered all requirements for graduation under a Standard High School Diploma as shown on page 4 of the Program of Studies but who has not passed the Florida Comprehensive Assessment Test (FCAT) may elect a Special High School Diploma.

Students electing to earn standard high school diplomas must meet all of the graduation requirements. They may, however, receive additional services. These services include:

- ◆ **Co-taught classes** in which both a regular education teacher and an ESE teacher work together to provide the instruction (mild VE),
- ◆ **Consultation services** in which the academic and behavioral progress of the ESE student is monitored on a bi-monthly basis by the ESE consultation teacher (mild VE).

### SPECIAL HIGH SCHOOL DIPLOMA: OPTIONS 1 AND 2 INDEPENDENT THROUGH SUPPORTED LEVELS

ESE students functioning at an independent level are capable of working and living independently but may need occasional assistance. ESE students functioning at a supported level are capable of living and working in supported settings. The options are shown on the next page.

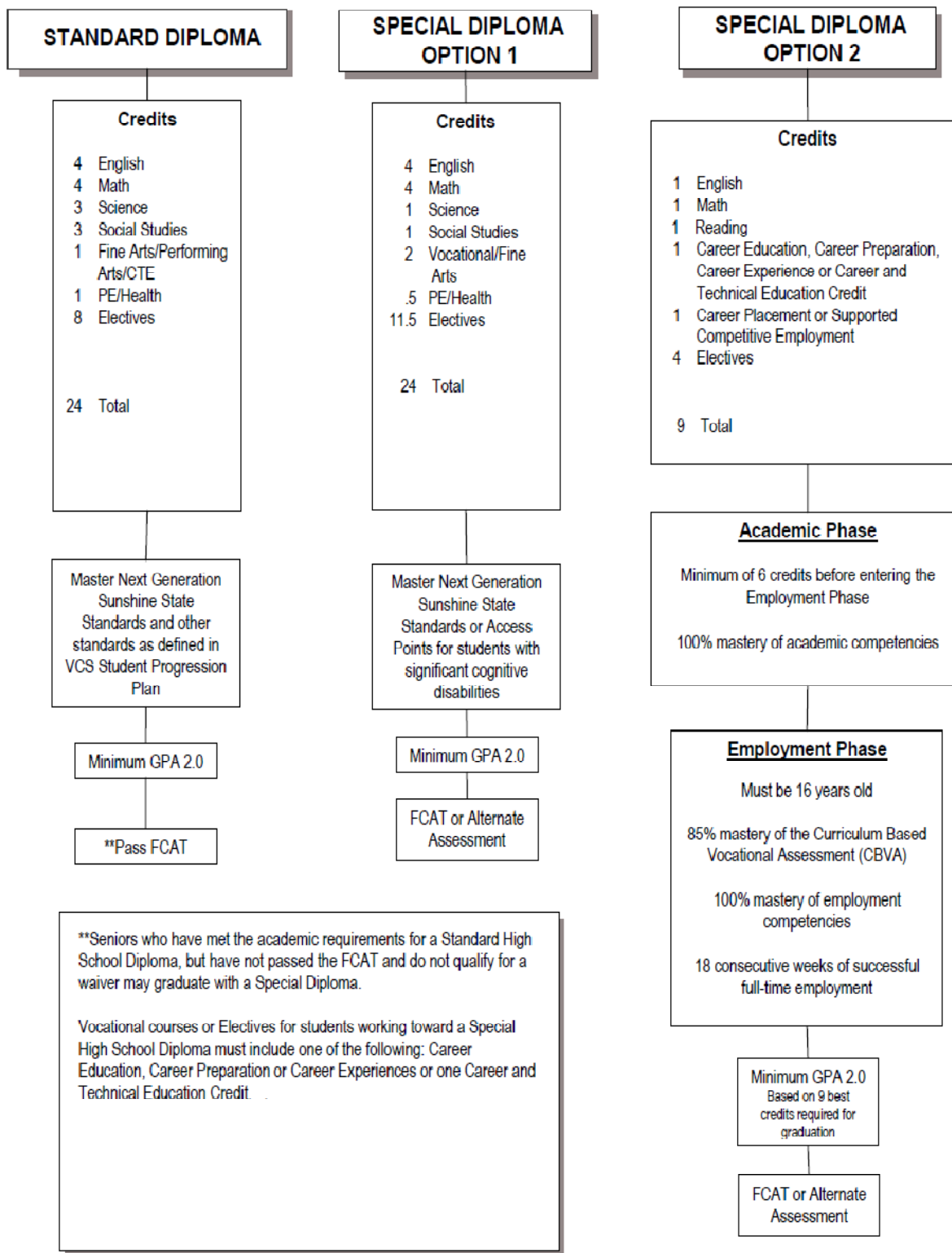
ESE students electing to earn special high school diplomas may meet any of the graduation options shown. These include:

- ◆ **Mild VE (Varying Exceptionalities)**—Emphasis is placed on having the student complete on-the-job training, independent living skills, and a work component. (See Special Diploma Options.) This program will end with the Class of 2014 and is not available for incoming 9<sup>th</sup> grade students.
- ◆ **Multi VE**—a self-contained program with emphasis on developing daily living skills including community-based vocational training and supported competitive employment (See Special Diploma Options.)
- ◆ **SCE/BD (Self-Contained Emotional / Behavioral Disorder)**—a self-contained program in which students learn their academic skills and job skills with emphasis on career placement activities through supported competitive employment and work component (See Standard or Special Diploma Options.)



# ESE DIPLOMA OPTIONS

GRADUATION REQUIREMENTS FOR STUDENTS WHO ENTERED 9TH GRADE DURING THE 2007-08 SCHOOL YEAR OR AFTER.



REVISED 11/18/2010

As graduation requirements change, please check with ESE personnel at your student's annual TIEP meeting.

# IX. ATHLETIC ELIGIBILITY

## ELIGIBILITY TO PARTICIPATE IN HIGH SCHOOL SPORTS

Incoming ninth grade student-athletes must be regularly promoted (**not administratively placed**) to be eligible to compete in any and all fall sports during their ninth grade year at New Smyrna Beach High School. Once enrolled at the high school, the student must have a 2.0 GPA at the semester in order to continue to play sports or to compete in a spring sport. The second semester GPA will determine eligibility for the following school year; again a student must have a 2.0 GPA or higher in order to play sports the first semester of the next school year. Student-athletes must also pass all of their core classes (English, math, science, and social studies), **every grading period** in order to participate or continue to participate in a school sport. Any failed core course must be retaken and passes before the student will be eligible for competition.

## ELIGIBILITY TO PARTICIPATE IN COLLEGE SPORTS

Students who want to participate in Division I or Division II sports should start the certification process early, usually by the end of their junior year. Many college sports are regulated by the National Collegiate Athletic Association (NCAA), an organization founded in 1906 that has established rules on eligibility, recruiting, and financial aid. The NCAA has three membership divisions – Division I, Division II, and Division III. Institutions are members of one of the divisions based on the size and scope of their athletic programs and whether they provide athletic scholarships.

In January 1993, NCAA Divisions I and II established an initial-Eligibility Clearinghouse to simplify the initial-eligibility certification process. In accordance with NCAA academic requirements, the Clearinghouse will certify student-athletes to participate in Division I and Division II sports during their freshman year.

### To be certified by the Clearinghouse, students must:

1. Graduate from high school. Preliminary certification will be issued for a student who appears to meet NCAA requirements for initial eligibility bases on current transcript (before graduation) and other required documents. Final certification will be issued only after the Clearing house receives and reviews the student's final transcripts, including proof of graduation.
2. Effective August 1, 1995, the minimum test scores requirement for Division I will be determined by the initial-eligibility index. Students should see their counselor or the athletic director for this index based on the students GPA and SAT/ACT test scores for college admission and athletic eligibility.

### Division I: 2008 and Later

If you enroll in a Division I college in 2008 or later and want to participate in athletics or receive an athletics scholarship during your first year, you must:

- Graduate from high school;
- Complete these **16** core courses:
  - 4 years of English
  - 3 years of math (algebra 1 or higher)
  - 2 years of natural or physical science (including one year of lab science if offered by your high school)
  - 1 extra year of English, math or natural or physical science
  - 2 years of social science
  - 4 years of extra core courses (from any category above, or foreign language, nondoctrinal religion or philosophy);
- Earn a minimum required grade-point average in your core courses; and
- Earn a combined SAT or ACT sum score that matches your core-course grade-point average and test score sliding scale.

### Division I Core GPA and Test Score Sliding Scale

| Core GPA      | SAT | ACT |       |         |    |
|---------------|-----|-----|-------|---------|----|
| 3.550 & above | 400 | 37  | 2.775 | 710     | 58 |
| 3.525         | 410 | 38  | 2.725 | 730     | 59 |
| 3.500         | 420 | 39  | 2.750 | 720     | 59 |
| 3.475         | 430 | 40  | 2.700 | 730     | 60 |
| 3.450         | 440 | 41  | 2.675 | 740-750 | 61 |
| 3.425         | 450 | 41  | 2.650 | 760     | 62 |
| 3.400         | 460 | 42  | 2.625 | 770     | 63 |
| 3.375         | 470 | 42  | 2.600 | 780     | 64 |
| 3.350         | 480 | 43  | 2.575 | 790     | 65 |
| 3.325         | 490 | 44  | 2.550 | 800     | 66 |
| 3.300         | 500 | 44  | 2.525 | 810     | 67 |
| 3.275         | 510 | 45  | 2.500 | 820     | 68 |
| 3.250         | 520 | 46  | 2.475 | 830     | 69 |
| 3.225         | 530 | 46  | 2.450 | 840-850 | 70 |
| 3.200         | 540 | 47  | 2.425 | 860     | 70 |
| 3.175         | 550 | 47  | 2.400 | 860     | 71 |
| 3.150         | 560 | 48  | 2.375 | 870     | 72 |
| 3.125         | 570 | 49  | 2.350 | 880     | 73 |
| 3.100         | 580 | 49  | 2.325 | 890     | 74 |
| 3.075         | 590 | 50  | 2.300 | 900     | 75 |
| 3.050         | 600 | 50  | 2.275 | 910     | 76 |
| 3.025         | 610 | 51  | 2.250 | 920     | 77 |
| 3.000         | 620 | 52  | 2.225 | 930     | 78 |
| 2.975         | 630 | 52  | 2.200 | 940     | 79 |
| 2.950         | 640 | 53  | 2.175 | 950     | 80 |
| 2.925         | 650 | 53  | 2.150 | 960     | 80 |
| 2.900         | 660 | 54  | 2.125 | 960     | 81 |
| 2.875         | 670 | 55  | 2.100 | 970     | 82 |
| 2.850         | 680 | 56  | 2.075 | 980     | 83 |
| 2.825         | 690 | 56  | 2.050 | 990     | 84 |
| 2.800         | 700 | 57  | 2.025 | 1000    | 85 |
|               |     |     | 2.000 | 1010    | 86 |

**Note: Computer science courses can be used as core courses only if your high school grants graduation credit in math or natural or physical science for them, and if the courses appear on your high school's core-course list as a math or science course.**

**Division I: You will be a qualifier** if you meet the academic requirements listed above. As a qualifier, you:

- Can practice or compete for your college or university during your first year of college;
- Can receive an athletics scholarship during your first year of college; and
- Can play four seasons in your sport as long as you maintain your eligibility from year to year.

**Division I: You will be a nonqualifier** if you do not meet the academic requirements listed above. As a nonqualifier, you:

- Cannot practice or compete for your college or university during your first year of college;
- Cannot receive an athletics scholarship during your first year of college, although you may receive need-based financial aid; and
- Can play only three seasons in your sport as long as you maintain your eligibility from year to year (to earn a fourth season you must complete at least 80 percent of your degree before beginning your fifth year of college).

**Division II:** If you enroll in a Division II college want to participate in athletics or receive an athletics scholarship during your first year, you must:

- Graduate from high school,
- Complete these 14 core courses:
  - 3 years of English
  - 2 years of math (algebra 1 or higher)
  - 2 years of natural or physical science (including one year of lab science if offered by your high school)
  - 2 extra years of English, math or natural or physical science
  - 2 years of social science
  - 3 years of extra core courses (from any category above, or foreign language, nondoctrinal religion or philosophy);
- Earn a 2.000 grade-point average or better in your core courses; and
- Earn a combined SAT score of 820 or an ACT sum score of 68.

**There is no sliding scale in Division II.**

**Note: Computer science courses can be used as core courses only if your high school grants graduation credit in math or natural or physical science for them, and if the courses appear on your high school's core-course list as a math or science course.**

**You will be a qualifier** if you meet the academic requirements listed above. As a qualifier, you:

- Can practice or compete for your college or university during your first year of college;
- Can receive an athletics scholarship during your first year of college; and
- Can play four seasons in your sport as long as you maintain your eligibility from year to year.

**You will be a partial qualifier** if you do not meet all of the academic requirements listed above but you have graduated from high school and meet one of the following:

- The combined SAT score of 820 or ACT sum score of 68; OR
- Completion of the 14 core courses with a 2.000 core-course grade-point average.

As a partial qualifier, you:

- Can practice with your team at its home facility during your first year of college;
- Can receive an athletics scholarship during your first year of college;
- Cannot compete during your first year of college; and
- Can play four seasons in your sport as long as you maintain your eligibility from year to year.

**You will be a nonqualifier** if you did not graduate from high school or if you graduated and are missing both the core-course grade-point average and the required ACT or SAT scores. As a nonqualifier, you:

- Cannot practice or compete for your college or university during your first year of college;
- Cannot receive an athletics scholarship during your first year of college, although you may receive need-based financial aid; and
- Can play four seasons in your sport as long as you maintain your eligibility from year to year.

**Division III:** Division III does not use the NCAA Initial-Eligibility Clearinghouse. Contact your Division III college regarding its policies on financial aid, practice and competition.

## X. ADVANCED PLACEMENT COURSE DESCRIPTIONS

### **Advanced Placement English Language & Composition**

**Credit: 1**

**11-12**

**1001420 / GNM**

Prerequisites: Teacher recommendation, 3.0 UGPA in English Honors 2 or 3, 97 on critical reading and writing PSAT or 970 on critical reading and writing SAT, & minimum of 4 on the FCAT Reading and Writing.

The Advanced Placement course in English Language and Composition is a college-level study of language and writing. Students study rhetoric in a variety of genres to analyze how authors use language. The course emphasizes nonfiction and argumentative writing as preparation for taking the national Advanced Placement exam which many colleges use to award college credits. Mature writing skills are necessary for success in this course. Reading will be primarily American literature.

### **Advanced Placement English Literature & Composition**

**Credit: 1**

**11-12**

**1001430 / GNN**

Prerequisites: Teacher recommendation, 3.0 UGPA in AP English Language & Composition or 3.5 UGPA English Honors 2 or 3, SAT 1020 on critical reading & writing or PSAT, 102 on critical reading and writing & minimum of 4 on the FCAT Reading & Writing

This course will include in-depth preparation for the British Literature portion of the Advanced Placement (AP) test. This course will include composition instruction with frequent practice in writing multiple-paragraph essays in a variety of types, including literary analysis and a brief documented paper. Literature study will include the written and oral analysis of British literary works representing the ethnic and cultural diversity. Reference skills and methods of summarizing information will be taught. Formal and informal oral communication activities will be provided. Vocabulary study will focus on verbal analogies and other formats found on standardized tests. The study of language will include usage, mechanics, spelling, and other elements of standard written English. The level of discourse in classroom discussion will emphasize analysis, synthesis and evaluation.

### **Advanced Placement Calculus AB**

**Credit: 1**

**11-12**

**1202310 / IOB**

Prerequisites: Teacher recommendation, 3.0 UGPA in Math Analysis or 3.5 UGPA in Analysis of Functions, & 550 Math SAT or 55 PSAT

This course is designed to offer students college-level mathematics under the guidelines of the Advanced Placement Program. The focus is on preparation for the Calculus Level AB Test given by the College Board in May. The course includes function definitions, absolute value, and elementary functions. Calculators and computers will serve as instructional tools in concept development.

### **Advanced Placement Statistics**

**Credit: 1**

**11-12**

**1210320 / IWD**

Prerequisites: Teacher recommendation, 3.0 UGPA in Analysis of Functions or co or prerequisite Math Analysis & 1090 on critical reading, writing, & math SAT or 109 on critical reading, writing, & math PSAT, & minimum of 4 on FCAT Writing

The purpose of this course is to offer students college-level mathematics under the guideline of the Advanced Placement Program. The focus is on preparation for the statistics test given by the College Board. Topics of study will include exploring data, using measurement in planning a study, producing models using probability and simulation to anticipate patterns, and using statistical inference. Calculators and computers will serve as instructional tools in concept development. Credit in this course precludes credit in Probability and Statistics with Applications.

### **Advanced Placement Biology (2 periods)**

**Credit: 1**

**10-12**

**2000340 / MME**

Prerequisites: Teacher recommendation, 3.0 UGPA in Biology 1 Hon & Chemistry 1 Hon, 105 on critical reading & math PSAT or 1050 on critical reading & math SAT, minimum of 4 on FCAT Writing & Reading

This college-level course seeks to prepare the student for credit and/or appropriate placement in college biology courses. The content includes molecular, cellular, organismal, and populational biology. Selected laboratory investigations include the use of the scientific method, measurement, laboratory apparatus, safety, and preserved animal studies.

### **Advanced Placement Chemistry (2 periods)**

**Credit: 1**

**11 – 12**

**2003370 / MOH**

Prerequisites: Teacher recommendation, 3.0 UGPA in Chemistry 1 Honors, 3.5 UGPA in Algebra 2 or 3.0 UGPA in Algebra 2 Honors, and 58 Math PSAT or 580 Math SAT, minimum of 4 on FCAT riting & Reading

This college-level course seeks to prepare the student for credit and/or appropriate placement in college chemistry courses. The content includes the structure and states of matter, chemical reactions, and descriptive chemistry. Selected laboratory investigations include the use of the scientific method, measurement, laboratory apparatus, and safety.

### **Advanced Placement Physics B**

**Credit: 1**

**11-12**

**2003420 / MOM**

Prerequisites: Teacher recommendation, 3.0 UGPA in Physics 1 Honors, 3.0 UGPA in Math Analysis, and AP Calculus concurrently, 58 PSAT or 580 SAT Math, minimum of 4 on FCAT Writing & Reading

This college-level course in physics seeks to prepare students for credit and/or appropriate placement in college physics courses. The content includes kinematics, Newton's Laws of Motion, work energy, power, systems of particles, statics, rotational motion, oscillations, gravitation, electric current and circuits, capacitance and capacitors, magnetostatics, and electromagnetism. Laboratory investigations of selected topics include the use of the scientific method measurement, laboratory, apparatus, and safety.

**Advanced Placement Environmental Science****Credit: 1****11-12****2001380 / MNS**

Prerequisites: Teacher recommendation, 3.0 UGPA in Biology 1 Hon & Chemistry 1 Hon, 107 on critical reading & PSAT or 1070 on critical reading & math SAT, minimum of 4 on FCAT Writing & Reading

The purpose of this course is to study the interaction of man with the environment. The content includes scientific analysis, fundamental principles and concepts about the interdependence of earth's systems, population dynamics, environmental quality, global changes and their consequences. Laboratory investigation of selected topics include the use of the scientific method, measurement, laboratory apparatus, and safety

**Advanced Placement U.S. History****Credit: 1****10-12****2100330 / NMD**

Prerequisites: Teacher recommendation, 3.0 UGPA in English Honors 1 & 3.0 UGPA current honors social studies class, or AP World History, & 1540 on critical reading, math, & writing SAT or 154 critical reading math, & writing PSAT, & minimum of 4 on FCAT Writing & Reading

This advanced placement course requires students to successfully perform college-level academic work, including many extensive reading and writing assignments. This course provides the analytical skills and factual knowledge necessary to deal critically with the problems, content, and materials of American historic development. Higher order thinking skills such as evaluating, analyzing, and problem solving will be emphasized. Content will include the development of American culture and institutions as well as ideals and characteristics; enlightened thinking and the socioeconomic and political forces and compromises that formed the Constitution, the Bill of Rights, and the Declaration of Independence; changing interpretations of the Constitution and individual rights; sectionalism as a change force; the relationship between technological change and societal reaction; the variety of changing American lifestyles; changes in American foreign policy; the capitalistic free enterprise economic system; and the future of our nation based on current trends.

**Advanced Placement Macroeconomics****Credit : .50****12****2102370 / NQI**

**This is a one semester course and must be taken with AP Government and Politics: US (2106420).**

Prerequisites: Teacher recommendation, must be taken with AP US Govt. and Politics, 3.0 UGPA in 11<sup>th</sup> grade honors social studies course, 1300 on critical reading & math PSAT or 1300 on critical reading & math SAT

This course provides students with the opportunity to analyze the functioning of the economy as a whole, including total output and income, level of employment, the level of prices, and the determinants of aggregate supply and demand. Specific content to be covered will include an understanding of fundamental economic concepts including scarcity, opportunity costs and trade-offs, productivity, economic systems and institutions, exchange, money and interdependence.

**Advanced Placement U.S. Government and Politics****Credit: .50****12****2102370 / NUL**

**This is a one semester course and must be taken with AP Macroeconomics (2102370).**

Prerequisites: Teacher recommendation, must be taken with AP Macroeconomics, .3.0 UGPA in 11<sup>th</sup> grade honors social studies course, 1300 on critical reading & math PSAT or 1300 on critical reading & math SAT

The purpose of this course is to give students a critical perspective on politics and government in the United States. This course involves both the study of general concepts used to interpret American politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality. Specific content to be covered will include an understanding of federalism and the separation of powers, the development of the Constitution, the process of politics, the nature of public opinion, the role of the political parties and interest groups, the major formal and informal institutional arrangement of powers, and the development of civil liberties and civil rights.

**ADVANCED PLACEMENT ELECTIVES****Advanced Placement Human Geography****Credit: 1****9-12****2103400 / NRS**

Prerequisites: 3.0 UGPA in English Honors 2, 3, or AP Lang; 3.0 UGPA in World Hist. Hon, Amer. Hist. Hon, or AP social studies course; 96 on critical reading & math PSAT or 960 on critical reading & math SAT, minimum of 4 on FCAT Reading and Writing.

This course will introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

**Advanced Placement Psychology****Credit: 1****11 – 12****2107350 / NVC**

Prerequisites: Teacher recommendation; 3.0 UGPA in 10<sup>th</sup> / 11<sup>th</sup> grade honors/AP social studies course, minimum score of 4 on FCAT Writing, 136 on critical reading, writing & math PSAT or 1360 on critical reading, writing, & math SAT

This course provides a systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major sub-fields within psychology. They also learn about the methods psychologists use in their science and practice. The content should include, but not be limited to the following: methods, biological basis of behavior, sensation and perception, states of consciousness, learning cognition, motivation emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders and social psychology.

**Advanced Placement European History** **Credit: 1** **11 – 12** **2109380 / NYB**

Prerequisites: 3.0 UGPA in English Honors 2, 3, or AP Lang; 3.0 UGPA in World History Honors, American History Honors, or AP social studies course; 141 critical reading, writing, & math PSAT or 1410 on critical reading, writing, & math SAT, minimum of 4 on FCAT Reading and Writing

Advanced Placement courses require students to successfully perform college-level academic work, including many extensive reading and writing assignments. This course provides the analytic skills and factual knowledge necessary to deal critically with European historic development. Higher order thinking skills will be emphasized. Content will include the origin and development of European culture and institutions; the rise of the European state system; the impact of religious thought and ideals; the evolution of political systems, economic systems, and philosophies; the relationship between technological change and societal reaction; nationalism; and the future of the European continent based on contemporary trends. Content will follow the current Advanced Placement course requirements for European History.

**Advanced Placement Studio Art: 2-D Design Portfolio Drawing** **Credit: 1** **11 – 12** **0109350 / AVG**

Prerequisites: Teacher recommendation, 3.0 UGPA Drawing & Painting 3 Honors and/or Art 3D Comp 3 Honors

This course gives students the opportunity to develop quality, concentration, discipline, and breadth in drawing. The content will include experience in the development of skills in two aspects of drawing: perceptual and conceptual. Techniques of preparation, presentation, and evaluation of portfolio content will be stressed. Due to the expensive nature of this elective course, each student must pay a \$40 materials fee.

**Advanced Placement Studio Art: 3-D Design** **Credit: 1** **11 – 12** **0109360 / AVH**

Prerequisites: Teacher recommendation, 3.0 UGPA Drawing & Painting 3 Honors, and/or Art 3D Comp 3 Honors

The purpose of this Advanced Placement course is to give advanced students the opportunity to develop quality, concentration and breadth in sculptural issues of three-dimensional (3-D) design. Such elements and concepts may be articulated through additive, subtractive, and/or fabrication process. Preparation of the appropriate number of works, slide documentation, and presentation techniques are required in each of three portfolio sections to be evaluated by The College Board. Due to the expensive nature of this elective course, each student must pay a \$40 materials fee.

**Advanced Placement Studio Art: 2-D Design Portfolio Photo** **Credit: 1** **11 – 12** **0109350 / AVGP**

Prerequisites: Teacher recommendation, 3.0 UGPA Photo or Art 3D Comp 3 Honors

This course gives students the opportunity to develop quality, concentration, discipline, and breadth in photo. The content will include experience in the development of skills in two aspects of drawing: perceptual and conceptual. Techniques of preparation, presentation, and evaluation of portfolio content will be stressed. Due to the expensive nature of this elective course, each student must pay a \$40 materials fee.

**Advanced Placement Studio Art Drawing Portfolio** **Credit: 1** **11 – 12** **0104300 / AQA**

Prerequisites: Teacher recommendation, 3.0 UGPA in Drawing & Painting 3 Honors

The purpose of this Advanced Placement course is to give advanced students the opportunity to develop quality, concentration and breadth in drawing. The content should include, but not be limited to the experiences in the development of skills for perceptual, conceptual and technical aspects of drawing. Preparation of the appropriate number of works, slide documentation, and presentation techniques are required in each of three portfolio sections to be evaluated by The College Board. Due to the expensive nature of this elective course, each student must pay a \$40 materials fee.

**Advanced Placement Music Theory** **Credit: 1** **11 – 12** **1300330 / JMD**

Prerequisites: Teacher recommendation, 2 yrs. music experience with 3.5 UGPA band, or chorus or 2 yrs. private lessons with note from instructor, 48 on math PSAT or 480 on math SAT

In this course, students will study fundamental terminology, notational skills, key signatures, and transposition. Two-part counterpoint, harmonization of melodies and four-part realization of figured bass symbols will also be studied. Extensive melodic, rhythmic, and harmonic-ear training will be included.

**Advanced Placement French** **Credit: 1** **12** **0701380 / DMI**

Prerequisites: Teacher recommendation, 3.0 UGPA in French 3, 41 Verbal PSAT or 410 Verbal SAT

The purpose of this course is to develop oral and written fluency in the language. The content will include the requirements stated in the Advanced Placement program guidelines

**Advanced Placement Spanish** **Credit: 1** **12** **0708400 / DUK**

Prerequisite: Teacher recommendation, 3.0 UGPA in Spanish 4, 41 Verbal PSAT or 410 Verbal SAT

The purpose of this course is to develop oral and written fluency in the language. The content will include the requirements of the Advanced Placement Spanish program.



## XI. SPECIAL PROGRAMS

### Care & Prevention of Athletic Injury First Aid & Safety

Credit: 1

11 – 12

1502490 / KUF  
0800320 / EMC

Prerequisite: Teacher recommendation

**CARE & PREVENTION** includes intervention, care, and treatment of athletic injuries. Emphasis is placed on prevention of injury, understanding the field aspects of athletic training, techniques of taping, and injury rehabilitation. Students will participate as student athletic trainers. In **FIRST AID & SAFETY** students acquire skills in first aid; emergency care; and personal, community, and environmental safety. Content includes first aid; adult, child, and infant CPR; relief of obstructed airway; safety concepts; and sports medicine topics.

### Journalism 1

Credit: 1

9 – 12

1006300 / GSA

Prerequisite: Teacher recommendation & 3.0 in English

This course provides instruction in basic aspects of journalism and workshop experiences in journalistic production. The content will include instruction in recognizing and writing news for journalistic media and in developing editorials, sports articles, and feature stories. In addition to written work, students will receive instruction in the history and traditions of journalism as well as workshop experiences in photography, layouts, advertising, printing, and other practical aspects of journalistic enterprise. In connection with workshop experiences, one or more student journalistic productions may be included. The yearbook is produced in this class.

### Journalism 2

Credit: 1

9 – 12

1006300 / GSB

Content will include training necessary for successful news gathering for journalistic media. Students will receive frequent practice in gathering information and in writing news, sports, feature articles, and editorials. Through various media, students will explore career opportunities in journalistic fields. This course includes practice in the preparation of materials for publication in journalistic media. Students are responsible for producing the yearbook.

### Journalism 3

Credit: 1

9 – 12

1006300 / GSC

Course will include instruction and practice in applying all aspects of the writing process including prewriting, drafting, editing and proofreading to the work prepared in order to bring it to high journalistic standards. Organization and management techniques relating to journalistic productions will be stressed, including leadership skills, record keeping, time management, utilization of personnel, and task organization. Workshop experiences in producing various kinds of journalism will be provided. Students are responsible for producing the yearbook.

### Journalism 4

Credit: 1

9 – 12

1006300 / GSD

Course includes instruction in writing, designing, and managing journalistic enterprises. The emphasis in the course will be upon implementing students' creative skills and talents in writing, graphic design and/or photography, and in providing regular practice in management skills and production techniques in printing journalistic media. The course will provide opportunities to develop proficiency in various forms of journalistic writing using the production of one or more student journalism projects. Students are responsible for producing the yearbook.

### Leadership Skill Development

Credit: 1

9 – 12

2400300 / OQA

Prerequisite: Elected by student body

In this course, students learn leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building and other group processes. The content will include study in self-understanding and development in such areas as goal setting, self-actualization, and assertiveness. Organization theories and management are studied.

### Leadership Techniques

Credit: 1

10 – 12

2400310 / OQB

Prerequisite: Elected by student body

An in-depth study of leadership techniques that include decision making, problem solving, meeting skills, communication skills, group conflict reduction, time and stress management, program/project evaluation, team building, group dynamics, motivational strategies, and the role of leadership in a democratic society. Content will include, but not be limited to, a study in self-understanding; development in self-esteem, goal setting, and character building; and enhancement of leadership skills to function effectively in a group setting and the community.

|                          |                  |                |                      |
|--------------------------|------------------|----------------|----------------------|
| <b>Peer Counseling 1</b> | <b>Credit: 1</b> | <b>11 – 12</b> | <b>1400300 / KMA</b> |
| <b>Peer Counseling 2</b> |                  |                | <b>1400310 / KMB</b> |

Prerequisite: Elected by student body

The first semester of this course will enable students to develop basic knowledge and skills in communication, meeting human needs, and conflict resolution. The content shall include functions of a peer facilitator, behavior as a response and its impact on self and others, basic human needs, self-awareness and self-expression, facilitative communication skills, leadership styles and skills, and conflict resolution. The second semester of this course will enable students to develop intermediate-level knowledge and skills in communication, personal and group dynamics, and conflict resolution. The content shall include, functions of a peer facilitator, behavior as a response and its impact on self and others, intra- and interpersonal skills, peer and family relationships, facilitative communication skills, group dynamics, leadership skills, conflict resolution, and personal assessment and goal setting.

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|--------------------------|------------------|-----------|----------------------|
| <b>Peer Counseling 3</b> | <b>Credit: 1</b> | <b>12</b> | <b>1400320 / KMC</b> |
| <b>Peer Counseling 4</b> |                  |           | <b>1400330 / KMD</b> |

Prerequisite: Elected by student body

First semester students will have the opportunity to develop and implement small- and large-group presentations on the concerns of youth. Specific content will include techniques of conducting needs assessments, research skills, program planning; identifying target populations, school and community resources; coordinating program delivery with school staff and administration and community agencies; and evaluation of program effectiveness. Second semester provides students with varied experiences in program continuity and development of opportunities to refine large-group presentation techniques. Specific content will include refining understandings acquired in previous peer counseling courses; understanding of various intervention strategies analyzing, synthesizing, and evaluating applications of personal styles in relationship to life choices; and understanding facilitative strategies.

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|--------------------------|------------------|---------------|-----------------------|
| <b>Research 1 Honors</b> | <b>Credit: 1</b> | <b>9 – 12</b> | <b>1700300 / LOAH</b> |
|--------------------------|------------------|---------------|-----------------------|

Prerequisite: Application Required

The course provides skills necessary to produce a basic research product. The content includes identifying and defining a research problem, identifying basic research questions, stating objectives, identifying and conducting research procedures, understanding limitations of research, and presenting orally. Research is performed in connection with a specified field of study.

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|-------------------|------------------|----------------|----------------------|
| <b>Research 2</b> | <b>Credit: 1</b> | <b>10 – 12</b> | <b>1700310 / LOB</b> |
|-------------------|------------------|----------------|----------------------|

Prerequisite: Research I

This course provides an understanding of research design and basic data collection. The content includes refining research problems, developing hypotheses, conducting basic research, and understanding basic data collection procedures. The research is performed in connection with a specified field of study.

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|--------------------------|------------------|----------------|-----------------------|
| <b>Research 3 Honors</b> | <b>Credit: 1</b> | <b>11 – 12</b> | <b>1700320 / LOCH</b> |
|--------------------------|------------------|----------------|-----------------------|

Prerequisite: Research II

This course provides knowledge about using community and library research sources in identifying topics and developing hypotheses, collecting and using data, and the use of basic statistical procedures performed in connection with a specified field of study.

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|-------------------|------------------|-----------|----------------------|
| <b>Research 4</b> | <b>Credit: 1</b> | <b>12</b> | <b>1700330 / LOD</b> |
|-------------------|------------------|-----------|----------------------|

Prerequisite: Research III

This course provides students with an opportunity to refine their skills in the areas of research design and data collection. The content includes collection instruments and formatting results, analyzing the strengths and weaknesses of various research designs, designing an experimental or research plan for an independent project, collecting appropriate data, using statistical methods for analyzing, and submitting a written report of the research findings. Research will be performed in connection with a specified field of study.

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|---|------------------|---------------|----------------------|
| <b>Digital Video &amp; Sound Fundamentals (TV1)</b> | <b>Credit: 1</b> | <b>9 – 12</b> | <b>8207420 / VOW</b> |
|---|------------------|---------------|----------------------|

Prerequisite: New Media & Digital Imaging Fundamentals

This course covers advanced planning and video editing for multimedia presentations. Students design presentations through various steps of development, implementation, and final output.

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| <b>TV Production 2</b> | <b>Credit: 1</b> | <b>10 – 12</b> | <b>1100310 / HMB</b> |
|------------------------|------------------|----------------|----------------------|

Prerequisite: Digital Video & Sound Fundamentals

In this course, students synthesize writing, directing and production skills and operate more complex equipment. Emphasis is on leadership of the production team through all phases of production including planning, writing, directing and editing. *This course meets the performing arts requirement for graduation*

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|-------------------------------|------------------|----------------|----------------------|
| <b>TV Production 3</b>        | <b>Credit: 1</b> | <b>11 – 12</b> | <b>1100320 / HMC</b> |
| Prerequisite: TV Production 2 |                  |                |                      |

This course provides students opportunities to develop advanced skills in television production. Students gain independence in the production process from planning original productions through the final editing of the finished product.

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|-------------------------------|------------------|----------------|----------------------|
| <b>TV Production 4</b>        | <b>Credit: 1</b> | <b>11 – 12</b> | <b>1100330 / HMD</b> |
| Prerequisite: TV Production 3 |                  |                |                      |

This course continues to provide students opportunities to develop advanced skills in television production.

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|---|------------------|---------------|----------------------|
| <b>Building Construction Technology 1</b> | <b>Credit: 1</b> | <b>9 – 11</b> | <b>8720310 / XRC</b> |
|---|------------------|---------------|----------------------|

This course includes instruction in activities such as the safe use of construction tools, machines, and equipment; basic carpentry; masonry; concrete; architectural plans; electrical wiring; plumbing; occupational information; consumer information; employability skills; leadership skills; and innovative materials and techniques. Students participate in activities designed to provide a foundation of knowledge and basic skills related to designing, planning and constructing a structure

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|--|------------------|----------------|----------------------|
| <b>Building Construction Technology 2</b>        | <b>Credit: 1</b> | <b>10 – 12</b> | <b>8720320 / XRD</b> |
| Prerequisite: Building Construction Technology 1 |                  |                |                      |

The purpose of this course is to develop the competencies necessary to the building, construction and repair industry. These competencies relate to construction components, materials and hardware, masonry skills and theory.

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|--|------------------|----------------|----------------------|
| <b>Building Construction Technology 3</b>        | <b>Credit: 1</b> | <b>11 – 12</b> | <b>8720320 / XRE</b> |
| Prerequisite: Building Construction Technology 2 |                  |                |                      |

This course is designed to provide students with a more in-depth knowledge of building construction and repair. The competencies in this course include communication, computer, basic-science, employability, and human-relations and leadership skills.

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|--|------------------|-----------|----------------------|
| <b>Building Construction Technology 4</b>        | <b>Credit: 1</b> | <b>12</b> | <b>8720320 / XRF</b> |
| Prerequisite: Building Construction Technology 3 |                  |           |                      |

The purpose of this course is to develop competencies in identifying codes and regulations, applying math skills, and reading contract documents and specifications.

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|--|------------------|---------------|----------------------|
| <b>Game &amp; Simulation Foundations</b> | <b>Credit: 1</b> | <b>9 – 12</b> | <b>8208110 / VPE</b> |
|--|------------------|---------------|----------------------|

This course is designed to provide an introduction to game and simulation concepts and careers, the impact game and simulation has on society and industry, and basic game/simulation design concepts such as rule design, play mechanics, and media integration. This course compares and contrasts games and simulations, key development methodologies and tools, careers, and industry-related information. This course also covers strategies, processes, and methods for conceptualizing a game or simulation application, storyboarding techniques, and development tools.

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|---|------------------|----------------|----------------------|
| <b>Game &amp; Simulation Design</b>         | <b>Credit: 1</b> | <b>10 – 12</b> | <b>8208120 / VPF</b> |
| Prerequisite: Game & Simulation Foundations |                  |                |                      |

This course covers fundamental principles of designing a game or a simulation application, in particular Human Computer Interface (HCI) principles, rules and strategies of play, conditional branching, design and development constraints, use of sound and animation, design tools, and implementation issues. The content includes market research, product design documentation, storyboarding, proposal development, and presentation of a project report. Emphasis is placed on the techniques needed to develop well-documented, structured game or simulation programs.

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|---|------------------|----------------|----------------------|
| <b>Game &amp; Simulation 2D Graphic Development</b> | <b>Credit: 1</b> | <b>11 – 12</b> | <b>8208130 / VPG</b> |
| Prerequisite: Game and Simulation Design            |                  |                |                      |

This course is focused on students acquiring skills to create, refine, and integrate realistic 2D graphics into a game or simulation product. Students will essentially learn how to use a graphic software package, file maintenance strategies, and migration techniques and issues.

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|--|------------------|-----------|----------------------|
| <b>Game &amp; Simulation 3D Graphic Animation</b>        | <b>Credit: 1</b> | <b>12</b> | <b>8208140 / VPH</b> |
| Prerequisite: Game and Simulation 2D Graphic Development |                  |           |                      |

This course is focused on students acquiring skills to create, refine, and integrate realistic 3D graphics into a game or simulation product. Students will essentially learn how to use a 3D animation software package, file maintenance conventions, and migration techniques and issues.

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|--|------------------|----------------|----------------------|
| <b>Game &amp; Simulation Programming</b> | <b>Credit: 1</b> | <b>11 – 12</b> | <b>8208330 / VPI</b> |
| Prerequisite: Game and Simulation Design |                  |                |                      |

This course is focused on students acquiring skills to create appropriate programming skills for rendering game or simulation product including program control, conditional branching, memory management, scorekeeping, timed even strategies and methodologies, and implementation issues.

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|---|------------------|-----------|----------------------|
| <b>Multi-User Game &amp; Simulation Programming</b> | <b>Credit: 1</b> | <b>12</b> | <b>8208340 / VPJ</b> |
| Prerequisite: Game and Simulation Programming       |                  |           |                      |

This course is focused on students acquiring the appropriate programming skills for rendering a game or simulation product, including program control, conditional branching, score-keeping, timed event strategies and methodologies, and implementation issues specific to multi-user game/simulation products.

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|---|------------------|----------------|----------------------|
| <b>Criminal Justice Operations 1</b>      | <b>Credit: 1</b> | <b>10 – 11</b> | <b>8918010 / YRB</b> |
| Prerequisite: Interest in Law Enforcement |                  |                |                      |

Students study the history of criminal justice; basic law enforcement activities; police ethics; crime lab procedure, including finger printing and police reporting; and leadership and human relation skills.

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|---|------------------|----------------|----------------------|
| <b>Criminal Justice Operations 2</b>        | <b>Credit: 1</b> | <b>11 – 12</b> | <b>8918020 / YRC</b> |
| Prerequisite: Criminal Justice Operations 1 |                  |                |                      |

This course is designed to develop competencies in patrol, traffic control, defensive tactics and physical proficiency skills, and first aid and cardiopulmonary resuscitation skills.

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|---|------------------|-----------|----------------------|
| <b>Criminal Justice Operations 3</b>        | <b>Credit: 1</b> | <b>12</b> | <b>8918030 / YRD</b> |
| Prerequisite: Criminal Justice Operations 2 |                  |           |                      |

This course is designed to develop competencies in crime and accident investigation procedures, forensic science tasks, crime prevention, and property control procedures.

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|------------------------------------|------------------|---------------|----------------------|
| <b>Early Childhood Education 1</b> | <b>Credit: 1</b> | <b>9 – 12</b> | <b>8503211 / WQP</b> |
| Prerequisite: None                 |                  |               |                      |

Students will identify career and job opportunities; learn to maintain a clean and healthy learning environment; to identify principles of child development; identify age-appropriate physical, intellectual, social, and emotional development activities; and identify rules and regulations that govern child care.

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|--|------------------|----------------|----------------------|
| <b>Early Childhood Education 2</b>                     | <b>Credit: 1</b> | <b>10 – 12</b> | <b>8503212 / WQQ</b> |
| <b>Early Childhood Education 3</b>                     | <b>Credit: 1</b> |                | <b>8503213 / WQS</b> |
| Prerequisite: Early Childhood Education 1, Teacher rec |                  |                |                      |

Students will learn various observations and recordings methods; maintain a safe, clean, and healthy learning environment; guide physical, intellectual, social and emotional development activities; assist with the food service program; use appropriate guidance and discipline techniques; and identify and report suspected child abuse and neglect. This course assists students in guiding young children in physical, intellectual, social and emotional development activities; demonstrating communication and employability skills; and developing and maintaining a professional attitude toward child care. This course includes setting up and running the Cuda Care Lab School for three- and four-year-old children. Students also receive CPR and first-aid training.

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|---|------------------|---------------|----------------------|
| <b>Early Childhood Education 4</b>          | <b>Credit: 1</b> | <b>9 – 12</b> | <b>8503214/ WQT</b>  |
| <b>Directed Study</b>                       | <b>Credit: 1</b> |               | <b>8500100 / YST</b> |
| Prerequisite: Early Childhood Education 2/3 |                  |               |                      |

This course assists students in guiding young children in physical, intellectual, social, and emotional development activities; demonstrating communication and employability skills, and developing and maintaining a professional attitude toward child care. It also provides students with additional competencies that will enhance their employment opportunities in the area of early childhood education. Content in directed study will be designed by the instructor based upon the individual student's assessed needs. Students in this course supervise the Cuda Care Lab School, a pre-school for three- and four-year old children

## XII. CAREER ACADEMY COURSE DESCRIPTIONS

### AGRITECHNOLOGY & ENVIRONMENTAL RESOURCES ACADEMY

**Agriscience Foundations 1** **Credit: 1** **9 – 12** **8106810 / UWT**

This course is designed to develop competencies in the areas of agricultural history and the global impact of agriculture; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; agriscience safety; principles of leadership; and agribusiness, employability, and human relations skills in agriscience. Laboratory-based activities are an integral part of this course. These include the safe use and application of appropriate technology, scientific testing and observation equipment.

**Agritechnology 1 & 2** **Credit: 2** **10 – 12** **8106820/30**  
 Prerequisite: Agriscience Foundations 1 **UWW / UWX**

Agritechnology 1 is designed to develop competencies in the areas of Agriscience industry careers; prevention and treatment of livestock diseases; livestock anatomy; wholesale cuts of meat; animal reproduction and identification; animal safety; animal-health certification; plant growth; plant fertilization; safe use of pesticides; maintenance of tools and equipment; record keeping; and employability skills. Agritechnology 2 is designed to develop competencies in the areas of job and training requirements; professional organizations; crop identification; planting crops; fertilizer calculations and application; irrigation; pest control; harvesting, packing, and grading crops, safe equipment operation; finance; and employability skills.

**Agricultural Biotechnology 2** **Credit: 1** **10 – 12** **8106850 / UWP**  
 Prerequisite: Agriscience Foundations 1

The purpose of this program is to prepare students for careers in the environmental science areas. Agricultural Biotechnology 2 was developed as a core course designed to develop competencies in the areas of agricultural biotechnology in agriculture, scientific investigation, laboratory safety, scientific and technological concepts; and the fundamentals of biotechnology. Emphasis will be placed on the environment and marine resources.

**Environmental Resources 3** **Credit: 1** **11 – 12** **8113010 / UWO**  
 Prerequisite: Agricultural Biotechnology 2

This course is designed to develop competencies in the areas of water resources, native flora and fauna, Florida ecosystems, and soil characteristics. Students will collect, record, and analyze data on the area ecosystems.

**Environmental Resources 4** **Credit: 1** **12** **8113020 / UWQ**  
 Prerequisite: Environmental Resources 4

This course is designed to develop competencies in the areas of land management, weather systems, wildlife programs, commodity and non-commodity resources, sustainable agriculture, and environmental research.

**Aquaculture 2** **Credit: 1** **10 – 12** **8112010 / UXH**  
 Prerequisite: Agriscience Foundations 1

This course is designed to develop competencies in the areas of nature and origin, career opportunities, biological principles, safety, water quality, seed production, market outlets, rules and regulations, technological advances, problem solving and leadership employability communication and human relations skills.

**Aquaculture 3** **Credit: 1** **10 – 12** **8112020 / UXI**  
 Prerequisite: Agricultural Communications 2

This course is designed to develop competencies in the area of management and use of water, the propagation and rearing of seed, producing aquaculture or mariculture species, control of diseases, pests and water quality problems, harvesting and processing, marketing and transportation, management skills and leadership, employability, communication and human relation skills.

**Introduction to Horticulture 2** **Credit: 2** **10 – 12** **8121510 / UWU**  
**Horticultural Science 3** **8121520 / UWV**  
 Prerequisite: Agriscience Foundations I

Introduction to Horticulture 2 is designed to develop competency in the areas of plant fertilization, irrigation, machinery operation, environmental control, installation of landscape plants, recordkeeping, and employability skills. Horticultural Science 3 is designed to develop competency in the areas of pest control, marketing, harvesting ornamentals and turf, recordkeeping, and employability skills.

**Veterinary Assistant 1** **Credit: 1** **10-12** **8111510 / UXP**  
 Prerequisite: Agriscience Foundations 1

This course is designed to develop competencies in areas such as the history of the animal industry, applied scientific and technological concepts, ecosystems, safety, and human relations skills.

|                                      |                  |              |                      |
|--------------------------------------|------------------|--------------|----------------------|
| <b>Veterinary Assistant 2</b>        | <b>Credit: 1</b> | <b>11-12</b> | <b>8111540 / UXQ</b> |
| Prerequisite: Veterinary Assistant 1 |                  |              |                      |

This course is designed to develop competencies in the areas such as global importance of the animal industry, career opportunities, animal behavior; animal welfare, and animal control.

|                                      |                  |           |                      |
|--------------------------------------|------------------|-----------|----------------------|
| <b>Veterinary Assistant 3</b>        | <b>Credit: 1</b> | <b>12</b> | <b>8111550 / UXR</b> |
| Prerequisite: Veterinary Assistant 2 |                  |           |                      |

This course is designed to develop competencies in the areas animal digestive systems, animal breeding, preventive medicine and disease control, control of parasites, animal marketing, and analyzing records.

## CULINARY ARTS ACADEMY

|                        |                  |               |                      |
|------------------------|------------------|---------------|----------------------|
| <b>Culinary Arts 1</b> | <b>Credit: 1</b> | <b>9 – 12</b> | <b>8800510 / WSA</b> |
|------------------------|------------------|---------------|----------------------|

The purpose of this course is to provide students with competencies basic to a cluster of occupations in the food service industry and to develop skills, knowledge, and attitude for success and advancement in a specialized occupational proficiency program. Course content includes employability skills, qualifications and career opportunities; introduction to operational procedures; basics of nutrition; characteristics and functions of types of food service establishments; safety, sanitation, security, and storage procedures; identifications, use, care and storage of commercial tools and equipment; cooking terms and vocabulary; standard and metric measurements; food preparation; and rules and regulations governing the food industry.

|                               |                  |                |                      |
|-------------------------------|------------------|----------------|----------------------|
| <b>Culinary Arts 2</b>        | <b>Credit: 1</b> | <b>10 – 12</b> | <b>8800520 / WSB</b> |
| Prerequisite: Culinary Arts 1 |                  |                |                      |

This course has increased laboratory instruction and activities so students may develop their skills in using commercial equipment and tools safely and quickly in the preparation of food. Instructional units include planning, scheduling, and simplifying work patterns; cost and portion control; customer relations; management of time, energy, space; and the use of standard recipes. Students are required to spend time after school catering and preparing meals for Cuda Café.

|                               |                  |                |                      |
|-------------------------------|------------------|----------------|----------------------|
| <b>Culinary Arts 3</b>        | <b>Credit: 1</b> | <b>11 – 12</b> | <b>8800530 / WSC</b> |
| Prerequisite: Culinary Arts 2 |                  |                |                      |

This course includes content in the preparation and presentation of the food that has been prepared; preserving the nutritive values of food; following standard recipes for quality control; serving quantity foods; receiving, storing and issuing foods and supplies; taking inventories, keeping records; and maintaining clean food preparation and service areas. Students in this course supervise the Cuda Café, and Cuda Catering, two school-based food services enterprises. Students are required to spend time after school catering and preparing meals for Cuda Café.

|  |                  |                |                       |
|--|------------------|----------------|-----------------------|
| <b>Culinary Arts 3 Honors</b>  | <b>Credit: 1</b> | <b>11 - 12</b> | <b>8800530 / WSCH</b> |
| Prerequisite: Culinary Arts 2; Permission of Instructor, Contract required |                  |                |                       |

This course offers extensive experience in culinary arts. In addition to fulfilling all requirements of Culinary Arts 3, students participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project.. Students in this course supervise the Cuda Café, and Cuda Catering, two school-based food services enterprises. Students are required to spend time after school catering and preparing meals for Cuda Café.

|                               |                  |           |                      |
|-------------------------------|------------------|-----------|----------------------|
| <b>Culinary Arts 4</b>        | <b>Credit: 1</b> | <b>12</b> | <b>8800540 / WSD</b> |
| Prerequisite: Culinary Arts 3 |                  |           |                      |

The purpose of this course is to prepare students for employment or advanced training in the commercial food service and hospitality industry. Courses are sequential requiring greater skill development at each level. Students in this course supervise the Cuda Café, and Cuda Catering, two school-based food services enterprises. Students are required to spend time after school catering and preparing meals for Cuda Café.

|  |                  |           |                       |
|--|------------------|-----------|-----------------------|
| <b>Culinary Arts 4 Honors</b>  | <b>Credit: 1</b> | <b>12</b> | <b>8800540 / WSDH</b> |
| Prerequisite: Culinary Arts 3; Permission of Instructor, Contract required |                  |           |                       |

This course offers extensive experience in culinary arts. In addition to fulfilling all requirements of Culinary Arts 3, students participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project.. Students in this course supervise the Cuda Café, and Cuda Catering, two school-based food services enterprises. Students are required to spend time after school catering and preparing meals for Cuda Café.

**Culinary & Hospitality Specialties 1**  
Prerequisite: Completion of Culinary Arts Program

**Credit: 1                      11 – 12                      8800610 / WSE**

This course is designed for students to gain advanced preparation and entrepreneurial skills for small business ownership and/or event catering. The course content includes using technology, such as point-of-sale software, internet marketing, and social networking to enhance food service business efficiency and development; acquiring advanced skills in geriatric and athletic nutrition; and understanding the interconnections and interdependency of ecological, social, and economic systems as well as that of food and science. The program culminates in a capstone project with acquired knowledge and skills utilized to obtain the Florida *Employee Food handler Training Certification*.

**Culinary & Hospitality Specialties 2**  
Prerequisite: Culinary & Hospitality Specialties 1

**Credit: 1                      11 – 12                      8800610 / WSF**

This course is designed for students to gain advanced preparation and entrepreneurial skills for small business ownership and/or event catering. The course content includes using technology, such as point-of-sale software, internet marketing, and social networking to enhance food service business efficiency and development; acquiring advanced skills in geriatric and athletic nutrition; and understanding the interconnections and interdependency of ecological, social, and economic systems as well as that of food and science. The program culminates in a capstone project with acquired knowledge and skills utilized to obtain the Florida *Employee Food handler Training Certification*.

**Family & Consumer Sciences Cooperative Education OJT                      Credit: Multiple                      12                      8500410 / WTA**

This course provides on-the-job training in a specific job preparatory program. Recommendation from the instructor is required for enrollment, and the students must provide their own transportation to their place of training.

**Family & Consumer Sciences Directed Study                      Credit: Multiple                      12                      8500100 / YST**  
Prerequisite: Completed Job Prep Program

The purpose of this course is to provide students with additional competencies in a Family and Consumer Sciences program that will enhance their opportunities for employment in the occupation chosen by the student. The content is described by the instructor based upon the individual student's assessed needs for directed study.

## **ENGINEERING ACADEMY**

**Intro to Engineering Design                      Credit: 1                      9 – 12                      8600550 / XDR**

This course teaches problem-solving skills by developing design solutions. 3D CAD models are created on computers using Autodesk Inventor. Course is also helpful for students interested in graphic arts or architecture.

**Principles of Engineering                      Credit: 1                      10 – 12                      8600520 / XDC**  
Prerequisite: Introduction to Engineering Design

This survey course of engineering exposes students to some of the major concepts they'll encounter in an engineering career. The different branches are explored through hands-on activities such as building bridges, mousetrap cars, catapult launchers and computer-controlled trash sorters.

**Digital Electronics                      Credit: 1                      11 – 12                      8600530 / XDD**  
Prerequisite: Principles of Engineering

This course in logic covers electronic circuits and devices. Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras and high-definition televisions. Computer simulation software is used to design and test digital circuitry before actually building circuits and devices. Programming robots is also part of the curriculum

**Computer Integrated Manufacturing                      Credit: 1                      12                      8600560 / XDG**  
Prerequisite: Principles of Engineering

Students study the principles of robotics and automation. Students use CNC milling machines, 3D printers and laser engravers to create models of three-dimensional designs. Programming robotic arms is also taught to automate the process.

## **ACADEMY OF ENTERTAINMENT AND SPORTS MARKETING**

### **SPORTS, RECREATION, & ENTERTAINMENT MARKETING**

This academy develops a foundation of solid marketing, financial and business skills through the use of hands-on activities and simulations that every student will be able to use in their future endeavors.

**Sports, Recreation & Entertainment Essentials                      Credit: 1                      9 – 12                      8827410 / YOP**

The purpose of this course is to develop the competencies essential to entertainment and sports marketing. These competencies include employability, human relations, communication, math, and economic skills. Students will also learn the print aspects of marketing by learning the Adobe Suite of Photoshop, Illustrator and InDesign. These skills are then used to produce an entertainment and sports paper, print advertisements and media guides. The fundamentals of entertainment marketing and selling are also included.

|  |                  |                |                      |
|--|------------------|----------------|----------------------|
| <b>Sports, Recreation &amp; Entertainment Applications</b>   | <b>Credit: 1</b> | <b>10 – 12</b> | <b>8827420 / YOQ</b> |
| Prerequisite: Sport, Recreation and Entertainment Essentials |                  |                |                      |

This course provides instruction for career sustaining level employment in the entertainment and sports industries. This includes the video aspects of marketing and will be learned through the production of commercials, T.V. shows and movies. Students will also improve their retail skills through the operation of an on-campus retail/internet store. The content also includes other applied skills related to the entertainment and sports marketing industries.

|  |                  |                |                      |
|--|------------------|----------------|----------------------|
| <b>Sports, Recreation &amp; Entertainment Management</b>       | <b>Credit: 1</b> | <b>11 – 12</b> | <b>8827410 / YOR</b> |
| Prerequisite: Sport, Recreation and Entertainment Applications |                  |                |                      |

This course is designed for students to learn how to become a business & marketing leader by learning how to run a business, manage finances, and host city and campus events. Students will also have the opportunity to earn a Certified Marketer Certification (CeMA), and/or ASK Certification (Assessment of Skills and Knowledge in Business).

|  |                  |           |                      |
|--|------------------|-----------|----------------------|
| <b>Principle of Entrepreneurship</b>                         | <b>Credit: 1</b> | <b>12</b> | <b>8812110 / YMC</b> |
| Prerequisite: Sport, Recreation and Entertainment Management |                  |           |                      |

The purpose of this program is to introduce students to the concept of entrepreneurship, present entrepreneurship as a viable career option, provide students with the skills needed to realistically evaluate their potential as a business owner, and develop the fundamental knowledge and skills necessary to start and operate a business.

## MEDICAL ACADEMY

|  |                  |          |                |
|--|------------------|----------|----------------|
| <b>Medical Skills &amp; Services</b>   | <b>Credit: 1</b> | <b>9</b> | <b>8400320</b> |
| Prerequisite: Medical Academy Approval |                  |          |                |

This course provides students with practical generic skills in health occupations which, though applicable to some health occupations, are not designed to prepare students for entry into a specific occupation.

|  |                  |                |                      |
|--|------------------|----------------|----------------------|
| <b>Health Science 1</b>                                  | <b>Credit: 1</b> | <b>10 – 11</b> | <b>8417100 / WNA</b> |
| Prerequisite: Medical Academy Approval or Medical Skills |                  |                |                      |

This course prepares students for employment as health aides, nurses aides, orderlies, or health service aides. Content emphasizes knowledge of anatomy and physiology, medical terminology, and representative skills of health care workers.

|                                |                  |                |                      |
|--------------------------------|------------------|----------------|----------------------|
| <b>Health Science 2</b>        | <b>Credit: 1</b> | <b>11 – 12</b> | <b>8417110 / WNB</b> |
| Prerequisite: Health Science 1 |                  |                |                      |

This second course emphasizes an integration of scientific principles based on anatomy and physiology, attendant medical terminology, disease control, condition of illness and common therapy, and introduction to clinical learning experiences.

|                                     |                  |           |                      |
|-------------------------------------|------------------|-----------|----------------------|
| <b>First Responder 3</b>            | <b>Credit: 1</b> | <b>12</b> | <b>8417171 / WNM</b> |
| Pre-/Co-requisite: Health Science 2 |                  |           |                      |

This is an instructional program that prepares individuals to provide initial care to sick or injured persons as an ambulance driver or an attendant. A first responder may use this training for employment upon completion of this program.

|                                      |                    |                |                      |
|--------------------------------------|--------------------|----------------|----------------------|
| <b>Executive Internship 1</b>        | <b>Credit: .50</b> | <b>11 – 12</b> | <b>0500300 / CXA</b> |
| Prerequisite: Teacher Recommendation |                    |                |                      |

The purpose of this course is to provide a practical introduction to the work environment through direct contact with community medical professionals and organizations. Research analysis, and recognizing divergent points of view will facilitate goal attainment. Student performance standards are designed to meet the uniqueness of this course to include 60 after school contact hours. (NOTE: School-based teachers send their students to work with uncertified professionals. This is done on a volunteer basis. Students should complete Volunteer Forms from VIPS).

|  |                    |           |                      |
|--|--------------------|-----------|----------------------|
| <b>Executive Internship 2</b>          | <b>Credit: .50</b> | <b>12</b> | <b>0500310 / CUB</b> |
| Prerequisite: Medical Academy Approval |                    |           |                      |

The purpose of this course is to supplement the existing curriculum by providing community internships. Students apply textbook learning, leadership skills, and understanding in challenging and creative professional areas. The content will include the study of a variety of career options, written and oral communication skills, higher-level thinking skills, interpersonal relationship skills, factors affecting job performance, and career planning.



## Potential Career Opportunities

| Academy   | If you like to...  | Typical College Majors  |  |
|---|--|---|--|
| <b>Agritechnology &amp; Environmental Resources Academy</b> | Take science classes<br>Experiment with chemicals<br>Be outdoors<br>Protect the environment<br>Work with animals<br>Work with plants   | Agricultural<br>Animal Breeding<br>Animal Sciences<br>Botany<br>Crop Production Operations<br>Dairy Science<br>Ecology<br>Equestrian Studies<br>Fish/Game Management  | Forest Engineering and Management<br>Landscaping Operations<br>Marine Biology<br>Poultry Science<br>Soil Conservation<br>Veterinary Medicine<br>Wildlife Biology   |
| <b>Culinary Arts Academy</b>                                | Cook<br>Prepare food or beverages  | Culinary Arts<br>Food Sciences  | Hospitality Management<br>Tourism Promotions   |
| <b>Engineering Academy</b>                                  | Assemble<br>Be creative<br>Build<br>Design your ideas<br>Draw<br>Enjoy projects<br>Implement ideas<br>Invent<br>Operate machinery<br>Paint<br>Repair machines/tools<br>Research<br>Seek opportunities for self expression<br>Solve problems<br>Work with tools or machinery  | Aeronautical Engineering<br>Air Traffic Controller<br>Apparel and Accessories<br>Marketing Operations<br>Architecture<br>Automotive Engineering<br>Aviation Science<br>Carpentry<br>Chemical Engineering<br>Civil Engineering<br>Commercial Vehicle Operation<br>Commercial Art<br>Computer/Information Science<br>Computer Engineering<br>Computer Programming<br>Computer Science<br>Computer Systems Analysis<br>Construction/Building Inspector<br>Construction/Building Technology<br>Design Engineering | Drafting and Design Technology<br>Electrician<br>Engineering Design<br>Engineering Mechanics<br>Environmental Health<br>Engineering<br>Graphic Design<br>Heating, Air-Conditioning and Refrigeration<br>Industrial Design<br>Interior Design<br>Landscape Architecture<br>Laser and Optics Technology<br>Materials Science<br>Nuclear Engineering<br>Sculpture |
| <b>Entertainment and Sports Marketing Academy</b>           | Design with a computer<br>Determine a budget<br>Develop presentations<br>Motivate and direct people<br>Persuade others to buy products and services<br>Report the news<br>See your ideas materialize<br>Speak to an audience<br>Start your own business<br>Work in an office<br>Work with computers<br>Work with words and numbers | Accounting<br>Animation<br>Banking and Financial Services<br>Broadcast Journalism<br>Business Administration<br>Business Statistics<br>Cinematography<br>Commercial Photography<br>Communications<br>Data Processing<br>Design/Visual Communications<br>Entrepreneurship<br>Film Production<br>Film-Video Making  | Financial Planning<br>General Office/Clerical<br>General Retailing Operations<br>Insurance Marketing Operations<br>International Finance/Business<br>Investments and Securities<br>Journalism<br>Management Science<br>Marketing Research<br>Publishing<br>Radio and TV Broadcasting<br>Real Estate<br>Telecommunications<br>Web Page Design                   |
| <b>Medical Academy</b>                                      | Work with medical equipment<br>Work with people who need physical assistance   | Anesthesiology<br>Chiropractic<br>Dental Assistant<br>Genetics<br>Medicine<br>Nursing   | Gerontology<br>Occupational Therapy<br>Optometry<br>Physical Therapy<br>Radiology  |

## Potential Career Opportunities

| <b>Academy</b>  | <b>Certificate/OJT/Apprentice</b>  | <b>2 Year A.A. or A.S. Degree</b>  | <b>4 Year B.A or B.S. Degree</b>  | <b>6-10 Year Master or Doctoral Degree</b>   |
|---|--|--|---|--|
| <b>Agritechnology &amp; Environmental Resources Academy</b> | Animal Caretaker<br>Animal Control Worker<br>Commercial Fisher<br>Floral Designer<br>Landscape/groundskeeper<br>Lawn Maintenance Worker<br>Plant Nursery Worker<br>Tree Trimmer<br>Veterinary Technician | Agriculture Technician<br>Animal Breeder<br>Farmer<br>Fish and Game Warden<br>Fish and Wildlife Technician<br>Pest Control Worker<br>Plant Nursery Manager   | Agricultural Engineer<br>Forester<br>Horticulturist<br>Landscape Architect/Turf Management<br>Marine Biologist  | Oceanographer<br>Veterinarian<br>Wetlands Expert   |
| <b>Culinary Arts Academy</b>                                | Butcher/Meat Cutter<br>Fast Food Clerk<br>Reservations/Ticketing Agent<br>Wait-staff   | Chef<br>Travel Agent   |   |  |
| <b>Entertainment and Sports Marketing Academy</b>           | Bank Teller<br>Bookkeeping Clerk<br>Film Processing Technician<br>Movie and TV Camera Operator<br>Real Estate Agent  | Administrative Services<br>Broadcast Technician<br>Film Editor<br>Graphic Designer<br>Insurance Sales Agent<br>Photographer<br>Promoter/Demonstrator<br>Radio/TV Announcer<br>Real Estate Appraiser<br>Retail Manager<br>Sales Manager<br>Studio Technician<br>Technical Sales Representative  | Cartoon Animator<br>CD ROM Producer<br>Communications Manager<br>Creative Director<br>Credit Analyst<br>Editor<br>Financial/Marketing Manager<br>Insurance Underwriter<br>Loan Officer<br>Public Relations Manager<br>Purchasing Agent<br>Reporter/Newscaster<br>Technical Writer<br>Web Master   | Financial Analyst<br>General Manager/CEO<br>Management Analyst<br>Operations Analyst   |
| <b>Engineering Academy</b>                                  | Carpenter<br>Carpet Installer<br>Electrician<br>Heavy Truck Driver<br>Machine Operator<br>Mechanics Assistant<br>Plumber<br>Roofer<br>Route/Delivery Driver<br>Telecomm. Line Installer<br>Tile Setter   | Aircraft Mechanic<br>Architectural Drafter<br>Automotive Body Repairer<br>Automotive Mechanic<br>Computer Equip. Repairer<br>Computer Programmer<br>Computer Support Specialist<br>Construction Inspector<br>Database Administrator<br>Electrical Drafter<br>Graphic Designer<br>Operating Engineer<br>Ship Captain<br>Telephone and Cable TV Installer/Repairer<br>Transportation Supervisor<br>Water and Sewage Treatment Plant Operator<br>Welder | Air Traffic Controller<br>Aircraft Pilot<br>Architect<br>Chemical Engineer<br>Civil Engineer<br>Commercial Designer<br>Computer Software Engineer<br>Computer Systems Analyst<br>Data Communications Analyst<br>Electrical Engineer<br>Mechanical Engineer<br>Robotics Engineer<br>Ship Engineer<br>Software Engineer<br>Surveyor<br>Telecommunications Engineer<br>Utilities Manager | Acoustical Engineering<br>Alternative Energy Researcher<br>Computer Hardware Engineer<br>Optical Engineer<br>Statistician<br>Urban Planner |
| <b>Medical Academy</b>                                      | Licensed Practical Nurse   | Chemical Laboratory Technician<br>Dental Hygienist<br>Emerg. Med. Technician<br>Medical Secretary<br>Pharmacy Technician<br>Radiological Technician<br>Registered Nurse  | Chemist<br>Geneticist<br>Health Inspector<br>Nurse/Midwife<br>Occupational Therapist<br>Pharmaceutical Sales Rep.<br>Physical Therapist   | Forensic Pathologist<br>Pediatrician<br>Pharmacist<br>Physician Assistant<br>Surgeon   |

### XIII. SCHOOL OF PERFORMING AND FINE ARTS ART

ALL OF THE FOLLOWING ART COURSES MEET THE PERFORMING FINE ARTS REQUIREMENT FOR GRADUATION.

**Art/2D Comprehensive 1** **Credit: .50** **9 – 12** **0101300 / ANA**

This foundation course enables students to communicate fundamental ideas or concepts through the use of two-dimensional design and composition. Students explore elements of art and principles of design through a variety of production experiences. Content includes cultural and historical connections, reasoning, critical thinking, and evaluation skills; and interdisciplinary, real-world, and career applications.

**Art/3D Comprehensive 1** **Credit: .50** **9 – 12** **0101330 / AND**

This foundation course enables students to communicate fundamental ideas or concepts through the use of three-dimensional design and composition. Students will explore the elements of art and principles of design through the creation of a variety of functional and sculptural objects. Content will include cultural and historical connections: reasoning, critical thinking and evaluation skills; and interdisciplinary, real-world, and career connections.

**Art/3D Comprehensive 2** **Credit: 1** **10 – 12** **0101340 / ANE**

Prerequisite: Art/3-D Comprehensive 1

In this course, students develop an advanced level understanding of three-dimensional art methods, media, techniques, and craftsmanship. Students will concentrate on original three-dimensional art forms. Expressive skills will be stressed. Content will include cultural and historical connections; reasoning, critical thinking, and evaluation skills; and interdisciplinary, real-world, and career connections.

**Art/3D Comprehensive 3** **Credit: 1** **11 – 12** **0101350 / ANF**

Prerequisite: Art/3-D Comprehensive 2

In this course, students gain an advanced level of understanding of three-dimensional art methods and to communicate complex ideas of concepts through the use of three-dimensional design and composition. Students refine use of vocabulary and techniques through the creation of a variety of functional and sculptural objects. Emphasis is on originality, craftsmanship, and technique. Content will include cultural and historical connections, reasoning, and critical thinking and evaluation skills. The course will make interdisciplinary, real-world, and career connections. Due to the expensive nature of this elective course, each student must pay a \$40 materials fee.

**Drawing & Painting 1** **Credit: 1** **10 – 12** **0104320 / AQC**

Prerequisite: Art/2-D Comprehensive 1

This course enables students to develop fundamental perceptual, observational, and compositional skills to create and communicate a range of subject matter, symbols, ideas, and concepts. Content includes basic knowledge of a two-dimensional design using painting and drawing media such as pencil, ink, tempera, and acrylic. Color theory will be emphasized. Students will be introduced to vocabulary and techniques specific to drawing and painting. Cultural and historical connections, reasoning, and critical thinking are stressed, as well as career and real-world applications.

**Drawing & Painting 2** **Credit: 1** **11 – 12** **0104330 / AQD**

Prerequisite: Drawing and Painting 1

This course enables students to develop a higher level of perceptual, observational, and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts. Students will use a wide range of drawing and painting media, techniques, and vocabulary. Content will include cultural and historical connections, as well as reasoning, critical thinking, and evaluation skills.

**Drawing & Painting 3** **Credit: 1** **11 – 12** **0104400 / AQK**

Prerequisite: Drawing & Painting 2

This course enables students to develop proficient perceptual, observational, and compositional skills using advanced knowledge of drawing and painting media, techniques, and vocabulary. Emphasis is on the development of aesthetic, imaginative, and creative facilities. The course will emphasize the creation and communication of symbols, ideas, and concepts, and should include cultural and historical connections, as well as reasoning, critical thinking, and evaluation skills.

**Ceramics / Pottery 1** **Credit: 1** **10 – 12** **0102300 / AOA**

Prerequisite: Art/3-D Comprehensive 1

This introductory course enables students to explore the fundamental properties, limitations, and possibilities of clay through the creation of functional and non-functional ceramics. Students explore basic hand-building techniques, surface design, and the application of formal and expressive elements. Vocabulary and firing processes will be introduced. Content will include cultural and historical connections; reasoning, critical thinking and evaluation skills; and interdisciplinary, real world, and career connections. Due to the expensive nature of this elective course, each student must pay a \$40 materials fee.

**Ceramics / Pottery 2****Credit: 1****10 – 12****0102310 / AOB**

Prerequisite: Ceramics/Pottery 1

This course enables students to recognize the properties, limitations, and possibilities of clay through the creation of functional and nonfunctional ceramics. Intermediate hand-building and wheel throwing techniques are emphasized. Students will understand and apply terminology and processes specifically related to the design, construction, surface design and firing of works. Content will include cultural and historical connections; reasoning, critical thinking and evaluation skills; and interdisciplinary, real world, and career connections. Due to the expensive nature of this elective course, each student must pay a \$40 materials fee.

**Ceramics / Pottery 3****Credit: 1****11 – 12****0102320 / AOC**

Prerequisite: Ceramics/Pottery 2

This course enables students to recognize the properties, limitations, and possibilities of clay through the creation of functional and nonfunctional ceramics. Advanced hand-building and wheel-throwing techniques are emphasized as well as advanced firing techniques. Students will understand and apply terminology and processes specifically related to the design, construction, surface design, and firing of works. Content will include cultural and historical connections, as well as reasoning, critical thinking, and evaluation skills. The evaluation of pottery as works of art and functional objects will be emphasized. Content will include interdisciplinary, real-world, and career connections. Due to the expensive nature of this elective course, each student must pay a \$40 materials fee.

**Creative Photography 1 & 2****Credit: 1****10 – 12****0108310 AUB**

Prerequisite: Art 2D Comprehensive 1, 35 mm &amp; digital camera

**0108320 AUC**

The first semester of this course gives students a basic understanding of photography. The content includes the study of black and white photography, the history of photography, cameras, and darkroom processing. Aspects of photography such as using light meters, developing film, printing through direct contact, and using an enlarger will be studied. The second semester gives students a greater understanding of photographic imagery through the study of photography as visual communication. Photography will be discussed in technical and aesthetic terms. Due to the expensive nature of this elective course, each student must pay a \$40 materials fee.

**Creative Photography 3****Credit: 1****11 – 12****0108330 / AUD**

Prerequisite: Creative Photography 1 &amp; 2, digital camera

This course gives students an advanced understanding of photography. The content will include advanced photography processes, compositional skills and technical quality. The content will be explored through independent photography assignments with on-going evaluation of negatives, prints, and mounting. Due to the expensive nature of this elective course, each student must pay a \$40 materials fee.

**Creative Photography 4****Credit: 1****11 – 12****0108340 / AUE**

Prerequisite: Creative Photography 3, 35 digital camera

In this course, students develop advanced skills in photographic techniques and processes. The content will include experiences with all photographic processes, composition skills, technical quality, portfolio preparation, and emphasis on aesthetics. Multimedia processes and photo manipulation will be addressed. Cultural and historical connections; reasoning, critical thinking, and evaluation skills; and career and real-world applications will be covered. Due to the expensive nature of this elective course, each student must pay a \$40 materials fee.

**DANCE****ALL OF THE FOLLOWING DANCE COURSES MEET THE PERFORMING FINE ARTS REQUIREMENT FOR GRADUATION.****Dance Technique 1 & 2****Credit: 1****9 – 12****0300310/CNA & 20/CNB**

These are beginning dance courses. Students will learn and perform basic dance steps and techniques in two or more dance styles selected from ballet, lyrical, jazz, theater, modern, or tap. Students will also learn dance terminology, choreography, simple dance sequences, and dance critiques. Participation in public performances is a course requirement.

**Dance Technique 3****Credit: 1****10 – 12****0300330 / CNC**

Prerequisite: Dance Technique 2

This is an intermediate-level dance course. Students will learn additional dance terminology, techniques, and dances in three or more dance styles as listed in Dance Techniques I and II. Students will also learn how to critique dances. Participation in public performances is a course requirement.

**Dance Technique 4****Credit: 1****11 – 12****0300490 / CNI**

Prerequisite: Dance Technique 3

This course provides a laboratory/studio opportunity for the advanced dancer to further extend the development of dance technique and compositional skills learned in Dance Technique III. Students will acquire technical advancement with emphasis on developing performance qualities, dynamics, focus, projection, and expressive range. Students will have the opportunity for independent work in solo and group choreography culminating in a final performance project. Through experimentation in form and structure of choreography, students will learn to discipline and shape the creative impulse into specific forms, with emphasis on staging technique. Participation in public performances is a course requirement.

**Dance Choreography 1**  
Prerequisite: Dance Technique 4

**Credit: 1**

**12**

**0300380 / CPA**

This course is designed for the advanced dancer and will concentrate on performance and student choreography. In addition to the techniques of spatial relationships, choreography, the elements of music, and improvisation, students will study lighting, costuming, and make-up. Students will also develop skills in rhythmic gymnastics. Participation in public performances is a course requirement.

**DRAMA**

**ALL OF THE FOLLOWING DRAMA COURSES MEET THE PERFORMING FINE ARTS REQUIREMENT FOR GRADUATION.**

**Drama 1**

**Credit: 1**

**9 – 12**

**0400310 / CRB**

This course provides experiences in the study and practice of theater arts and literature. The content will include an overview of the history and literature of the theater. Students will be introduced to the fundamentals of theater production which include scenery construction, costuming, lighting, and make-up. Students will be introduced to the fundamentals of acting and directing.

**Drama 2**

**Credit: 1**

**10 – 12**

**0400320 / CRC**

Prerequisite: Teacher recommendation, Drama 1

This course provides intermediate development of skills useful to the study and practice of theater arts. The content will include instruction in reading and interpretation of dramatic literature. Other instructional emphasis will include techniques and mechanics of acting; set, costume, and lighting design; other features of stagecraft; character analysis and portrayal; interpretive and analytical study of plays; and production of plays and other dramatic presentations. Participation in after-school drama productions required.

**Drama 3**

**Credit: 1**

**11 – 12**

**0400330 / CRD**

Prerequisite: Teacher recommendation, Drama 2

This course provides opportunities for drama students to continue study in acting and production techniques. The content will include instruction in specific acting techniques used in various kinds of dramatic presentations. Emphasis is placed on the study of acting theories, as well as practice and theory in set design, make-up, and lighting. Participation in after-school drama productions required.

**Drama 4**

**Credit: 1**

**12**

**0400340 / CRE**

Prerequisite: Teacher recommendation, Drama 3

This course is the study and practical application of costume, scenery, lighting and sound design; make-up and acting techniques; and theatrical management. Students may specialize by researching information about a particular area of theater including playwriting, directing, stage design and management, choreography, and advanced acting. Participation in after-school drama productions required. Drama 4 students will direct a one act play.

**Music**

**ALL OF THE FOLLOWING MUSIC COURSES MEET THE PERFORMING FINE ARTS REQUIREMENT FOR GRADUATION.**

**Band 1**

**Credit: 1**

**9 – 12**

**1302300 / JQA**

This course will provide students with opportunities to develop musicianship skills in concert band, marching band, and instrumental ensembles through performance. Students will develop skills in characteristic tone production (standard woodwind, brass, wind or percussion instruments), band performance techniques, musical literacy, and music appreciation. After-school rehearsals and performances are a required part of this course.

**Band 2**

**Credit: 1**

**9 – 12**

**1302310 / JQB**

Prerequisite: Band 1

This course will provide students with opportunities to extend skill development in characteristic tone production, band performance techniques, musical literacy, and music appreciation. After-school rehearsals and performances are a required part of this course.

**Band 3**

**Credit: 1**

**9 – 12**

**1302320 / JQC**

Prerequisite: Band 2

This course will provide students with instruction in the development of musicianship and technical skills through the study of varied band literature. The content will include interpreting medium-level band music; establishing appropriate tone production and performance techniques; identifying simple musical form and varied style periods; and formulating aesthetic awareness. After-school rehearsals and performances are a required part of this course.

**Band 4**

**Credit: 1**

**10 – 12**

**1302330 / JQD**

Prerequisite: Band 3

This course will provide instruction in the application of musicianship and technical skills through the study of varied band literature. The content will include interpreting medium-level band music; refining tone production and performance techniques; and developing an understanding of musical form, style, and aesthetic perceptions. After-school rehearsals and performances are a required part of this course.

**Band 5, 6****Credit: 1****11 – 12****1302340/JQE, 50/JQF**

Prerequisite: Band 4, 5

The content should include interpreting difficult music; developing independent musicianship, tone production and performance techniques; analyzing form, style and history in the performance preparation of varied band literature; formulating critical listening skills and aesthetic values. After school rehearsals and performances are a part of this course.

**Instrumental Ensemble 1****Credit: 1****9 – 11****1302460 / JTA**

Prerequisite: Teacher Recommendation

This course will provide students with extended opportunities for refinement of performance on percussion in specific standard instrumentation for demonstration of musical independence necessary for ensemble performance; and to develop an awareness of music as an aesthetic whole. (Suggested as summer band course.)

**Instrumental Ensemble 2****Credit: 1****9 – 11****1302470 / JTB**

Prerequisite: Teacher Recommendation

This course will provide students with opportunities for performance on percussion in specific standard instrumentation. The students shall develop musical independence for performance (Suggested as summer band course).

**Instrumental Ensemble 3****Credit: 1****9 – 12****1302480 / JTC**

Prerequisite: Teacher Recommendation

This course will provide students with extended opportunities for refinement of performance on percussion in specific standard instrumentation, for demonstration of musical independence necessary for ensemble performance and to develop an awareness of music as an aesthetic whole. Students will develop refined musical sensitivity, independent interpretations of varied literature, a refined knowledge of styles and idioms, and independent musical values.

**Instrumental Ensemble 4****Credit: 1****9 – 12****1302490 / JTD**

Prerequisite: Teacher Recommendation

This course will provide students with extended opportunities for refinement of performance on percussion or in specific standard instrumentation, for demonstration of musical independence necessary for ensemble performance and to develop an awareness of music as an aesthetic whole. Students will develop musical leadership to conduct, to independently interpret highly varied literature, and the ability to formulate musical values and the ability to perform appropriately in varied ensembles.

**Jazz Ensemble 1****Credit: 1****10 – 12****1302500 / JUA**

Prerequisite: Audition

This course introduces students to jazz and popular music styles and interpretations. Emphasis is placed on characteristic tone production and idiomatic performance techniques. After-school rehearsals and performances are a required part of this course.

**Jazz Ensemble 2****Credit: 1****11 – 12****1302510 / JUB**

Prerequisite: Audition

This course develops and extends students' understanding of jazz and popular music. Improvisation, tone production, and performance techniques are emphasized. After-school rehearsals and performances are a required part of this course.

**Jazz Ensemble 3****Credit: 1****12****1302520 / JUC**

Prerequisite: Audition

In this course, students develop the ability to apply the knowledge of styles and techniques of varied contemporary popular and jazz literature. The content will include the study and performance of varied medium-level popular and jazz idiomatic literature. Improvisation, characteristic tone, individual and ensemble performance techniques, and an appreciation of the history of jazz in the United States are emphasized and applied. After-school rehearsals and performances are a required part of this course.

**Jazz Ensemble 4****Credit: 1****12****1302530 / JUD**

Prerequisite: Audition

The purpose of this course is to develop independence in knowledge of styles and performance techniques of varied contemporary music and jazz literature. Content shall include the study and performance of varied difficult diverse popular and idiomatic literature. Independence in improvisation, interpretation and performance is emphasized. After school rehearsals and performances are a part of this course.

**Piano Keyboarding 1****Credit: 1****9 – 12****1301360 / JPA**

This course provides students with instruction in piano keyboarding using varied performance techniques. The content will include the development of music fundamentals, keyboard performance techniques, and interpretation of musical notation including chord symbols.

**Piano Keyboarding 2****Credit: 1****10 – 12****1301370 / JPB**

Prerequisite: Piano Keyboarding 1

This course provides students with instruction in varied performance techniques on the piano keyboarding. The content will include the development of music fundamentals, performance techniques, and interpretation of musical notation.

## XIV. CORE ACADEMIC COURSE DESCRIPTIONS

### FOREIGN LANGUAGE

|   |                  |               |                      |
|---|------------------|---------------|----------------------|
| <b>French 1</b><br>Prerequisite: Reading FCAT Achievement level 3 or higher | <b>Credit: 1</b> | <b>9 – 12</b> | <b>0701320 / DMC</b> |
|---|------------------|---------------|----------------------|

This course introduces students to the target language and its culture and develops communicative skills. Content will include beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing will also be included, as well as the fundamentals of grammar and the culture of French-speaking people.

|  |                  |                |                      |
|--|------------------|----------------|----------------------|
| <b>French 2</b><br>Prerequisite: 2.0 GPA in French 1 | <b>Credit: 1</b> | <b>10 – 12</b> | <b>0701330 / DMD</b> |
|--|------------------|----------------|----------------------|

This course reinforces the fundamental skills previously acquired by the students. The students will develop increased listening, speaking, reading, and writing skills as well as cultural awareness. While reading and writing receive more emphasis, oral communication remains the primary objective. This course will continue the cultural study of French-speaking people.

|  |                  |                |                      |
|--|------------------|----------------|----------------------|
| <b>French 3</b><br>Prerequisite: 2.0 GPA in French 2 | <b>Credit: 1</b> | <b>11 – 12</b> | <b>0701340 / DME</b> |
|--|------------------|----------------|----------------------|

In this course, students master and expand the skills previously acquired. The content will include expansion of vocabulary and conversational skills through discussions based on selected readings. Students' acquisition of grammatical concepts will be strengthened by analyzing reading selections. Contemporary vocabulary will be taught through the study of everyday activities of French-speaking people.

|  |                  |           |                      |
|--|------------------|-----------|----------------------|
| <b>French 4</b><br>Prerequisite: 3.0 in French 3 | <b>Credit: 1</b> | <b>12</b> | <b>0701350 / DMF</b> |
|--|------------------|-----------|----------------------|

In this course, students expand the skills previously acquired. The content will include more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There will be additional growth in vocabulary for practical purposes including writing. Reading selections will be varied.

|  |                  |               |                      |
|--|------------------|---------------|----------------------|
| <b>Spanish 1</b><br>Prerequisite: FCAT Reading Achievement level 3 | <b>Credit: 1</b> | <b>9 – 12</b> | <b>0708340 / DUE</b> |
|--|------------------|---------------|----------------------|

This course introduces students to the target language and develops communicative skills. The content will include beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing will be included, as well as the fundamentals of grammar and the culture of Spanish-speaking people.

|  |                  |               |                      |
|--|------------------|---------------|----------------------|
| <b>Spanish 2</b><br>Prerequisite: 2.0 GPA in Spanish 1 | <b>Credit: 1</b> | <b>9 – 12</b> | <b>0708350 / DUF</b> |
|--|------------------|---------------|----------------------|

This course reinforces the fundamental skills acquired previously by the students. This course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. The content will include an expansion of listening and oral skills. While reading and writing will receive more emphasis, oral communication remains the primary objective. This course will continue the cultural study of Spanish-speaking people.

|  |                  |                |                      |
|--|------------------|----------------|----------------------|
| <b>Spanish 3</b><br>Prerequisite: 2.0 in Spanish 2 | <b>Credit: 1</b> | <b>10 – 12</b> | <b>0708360 / DUG</b> |
|--|------------------|----------------|----------------------|

In this course, students master and expand the skills previously acquired. The content will include expansion of vocabulary and conversational skills through discussions based on selected readings. Students' acquisition of grammatical concepts should be strengthened by analyzing reading selections. Contemporary vocabulary is stressed through activities imitating the everyday life of Spanish-speaking people.

|  |                  |                |                      |
|--|------------------|----------------|----------------------|
| <b>Spanish 4</b><br>Prerequisite: 3.0 in Spanish 3 | <b>Credit: 1</b> | <b>11 – 12</b> | <b>0708370 / DUH</b> |
|--|------------------|----------------|----------------------|

In this course, students extend the skills previously acquired. The content will include more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There will be additional growth in vocabulary for practical purposes including writing. Reading selections will be varied.

## LANGUAGE ARTS

|                  |                  |          |                      |
|------------------|------------------|----------|----------------------|
| <b>English 1</b> | <b>Credit: 1</b> | <b>9</b> | <b>1001310 / GNB</b> |
|------------------|------------------|----------|----------------------|

Prerequisite: English 8

**ENGLISH 1** will provide instruction in English language skills including reading, writing, speaking, vocabulary, and listening in the content areas of literature and language. Short stories, drama, and essays will be read and analyzed. The study of language will include usage, mechanics, spelling, and other elements of standard written English.

|                         |                  |          |                      |
|-------------------------|------------------|----------|----------------------|
| <b>English 1 Honors</b> | <b>Credit: 1</b> | <b>9</b> | <b>1001320 / GNC</b> |
|-------------------------|------------------|----------|----------------------|

Prerequisite: Teacher recommendation, 2.5 in English 8 Adv, FCAT Reading  $\geq 3$

**ENGLISH 1 HONORS** includes instruction in critical thinking, reading, speaking, vocabulary, listening, and writing skills. Composition instruction focuses upon using the writing process in creative, logical, and critical modes. Formal speaking experiences will be provided, and the critical skills of listening and observing will be emphasized. Literature studies will include the short story, drama, poetry, essay, and novel. Classroom discussion emphasizes analysis, synthesis, and evaluation.

|                  |                  |           |                      |
|------------------|------------------|-----------|----------------------|
| <b>English 2</b> | <b>Credit: 1</b> | <b>10</b> | <b>1001340 / GNE</b> |
|------------------|------------------|-----------|----------------------|

Prerequisite: English 1

This course will include instruction in reading and vocabulary necessary for comprehension of printed materials. Composition instruction focuses upon the writing of essays for various purposes and audiences, using literary and non-literary subjects. Literature study emphasizes analysis of selections found in world literature. The study of mass media should include an analysis of propaganda and persuasion techniques. Speech instruction will include analysis of effective techniques in oral presentations. The study of language will include usage, mechanics, spelling, and other elements of standard written English.

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|-------------------------|------------------|-----------|----------------------|
| <b>English 2 Honors</b> | <b>Credit: 1</b> | <b>10</b> | <b>1001350 / GNF</b> |
|-------------------------|------------------|-----------|----------------------|

Prerequisite: Teacher recommendation, 2.5 unweighted UGPA in English Honors 1, FCAT Reading  $\geq 3$

This course will include instruction in universal themes found in world literature as well as the critical analysis of various genres in literature. Composition will emphasize creative, logical, and critical aspects of writing using standard English. Formal and informal speaking opportunities will be provided. Vocabulary study will focus upon verbal analogies and other patterns commonly found on standardized tests. The level of discourse in classroom discussion will emphasize analysis, synthesis, and evaluation.

|                  |                  |           |                      |
|------------------|------------------|-----------|----------------------|
| <b>English 3</b> | <b>Credit: 1</b> | <b>11</b> | <b>1001370 / GNH</b> |
|------------------|------------------|-----------|----------------------|

Prerequisite: English 2

This course will include composition instruction with frequent practice in writing multiple-paragraph essays in a variety of types, including literary analysis and a brief documented paper. Listening, speaking, and writing assignments will be related, when appropriate, to the study of American literature. Literature study will include the analysis of various examples of American literary works. Reference skills and methods of summarizing information will be taught. Vocabulary study will focus upon verbal analogies and other patterns commonly found on standardized tests. The study of language will include usage, mechanics, spelling, and other elements of standard written English.

|                         |                  |           |                      |
|-------------------------|------------------|-----------|----------------------|
| <b>English 3 Honors</b> | <b>Credit: 1</b> | <b>11</b> | <b>1001380 / GNI</b> |
|-------------------------|------------------|-----------|----------------------|

Prerequisite: Teacher recommendation, 2.5 UGPA English 2 Honors, FCAT Reading  $\geq 3$

This course will include composition instruction with frequent practice in writing multiple-paragraph essays in a variety of types, including literary analysis and a brief documented paper. Literature study will include the written and oral analysis of American literary works representing the ethnic and cultural diversity of the American experience or world cultures. Reference skills and methods of summarizing information will be taught. Formal and informal oral communication activities will be provided. Vocabulary study will focus on verbal analogies and other formats found on standardized tests. The study of language will include usage, mechanics, spelling, and other elements of standard written English. The level of discourse in classroom discussion will emphasize analysis, synthesis and evaluation.

|                  |                  |           |                      |
|------------------|------------------|-----------|----------------------|
| <b>English 4</b> | <b>Credit: 1</b> | <b>12</b> | <b>1001400 / GNK</b> |
|------------------|------------------|-----------|----------------------|

Prerequisite: English 3

**ENGLISH 4** will include instruction in written and oral analysis of major literary works of various genres from British literature. Selections include fiction, nonfiction, drama, and poetry chosen for their literary and cultural importance. The course provides frequent opportunities to write both formal and informal papers based on the literary readings. Reference skills and methods of summarizing information will be taught in relation to the production of documented papers for the Senior Exploration. Use of electronic media such as desktop publishing, presentation software, or the Internet will be incorporated in this course. Language study will include usage, mechanics, spelling, and other elements of standard written English, as well as the development of the English language in American culture. Language study will include usage, mechanics, spelling, and other elements of standard written English.



**English 4: Florida College Prep****Credit: 1****12****1001405 / GNO**

Prerequisite: English 3 and results of the postsecondary education common placement test

The purpose of this course is to provide integrated educational experiences in the language arts strands of listening, viewing, speaking, language, and literature, with a strong focus on reading and writing for college success. This course is targeted for 12<sup>th</sup> grade students whose common placement test scores indicate that they are not “college-ready” in writing and/or reading. Successful completion of this course while in high school will exempt students from further placement testing and postsecondary remediation in reading and/or writing if they enroll in a Florida college within two years of completion.

**English 4 Honors****Credit: 1****12****1001410 / GNL**Prerequisite: Teacher recommendation, 2.5 UGPA in English 3 H or AP Language & Comp. FCAT Reading  $\geq 3$ 

This course emphasizes instruction in written and oral analysis of major literary works of various genres from British literature. Selections include fiction, nonfiction, drama, and poetry chosen for their literary and cultural importance. Composition instruction will emphasize formal critical papers that interpret or respond to literary readings. Reference skills and methods of summarizing information will be taught in relation to the production of documented papers. Use of electronic media such as desktop publishing, presentation software, or the Internet will be incorporated in the course. Language study will include usage, mechanics, spelling, and other elements of standard written English, as well as the effect of cultural influences on the development of the English language. The level of discourse in classroom discussion will emphasize analysis, synthesis, and evaluation.

**MATHEMATICS****Algebra 1A (2 Periods)****Credit: 1****9****1200370 / IMJA**Prerequisite:  $< 3.0$  in M/J Math 3 or  $< 2.0$  in M/J Math 3 Adv.

The purpose of this course is to develop the algebraic concepts and processes that students can use to solve a variety of real-world mathematical problems using concrete models to explain algebraic concepts. The content will include: variables, properties of real numbers with emphasis on rational numbers; ratio and proportion; solving linear equations; graphing relations and functions; coordinate geometry; inequalities; measurement; geometric relationships; set operations; dimensional analysis; and data analysis techniques appropriate for identifying patterns and making predictions. Manipulatives, calculators, and computers will serve as instructional tools in concept development. Algebra 1a meets 1.0 credit for math graduation requirements, but only 0.5 credit for entrance into the state university system or Bright Futures Scholarship Program

**Algebra 1B (2 Periods)****Credit: 1****9****1200380 / IMKA**

Prerequisite: Algebra 1A

This is the second of a two-course Algebra 1 sequence. The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of real world and mathematical problems using concrete models to explain algebraic concepts. The content will include: properties of real numbers including rational and irrational numbers; algebraic notation; scientific notation; polynomials; varied means for analyzing and expressing patterns, relations and functions; linear and quadratic functions; coordinate geometry; geometric relationships; and data analysis concepts. Manipulatives, calculators, and computers will serve as instructional tools in concept development. Credit in Algebra 1A and Algebra 1B precludes credit in Applied Mathematics 1 & 2, Algebra 1, Algebra 1 Honors, and Integrated Mathematics 1 & 2. Algebra 1B meets 1.0 credit for math graduation requirements, but only .50 credit for entrance into the state university system or Bright Futures Scholarship Program.

**Algebra 1****Credit: 1****9 – 10****1200310 / IMB**Prerequisite:  $\geq 3.0$  in M/J Math 3,  $\geq 2.0$  in M/J Math 3 Adv., or  $< 2.0$  in Algebra 1/Algebra 1 Honors

This course is a study of the topics of Algebra I designed to develop the algebraic concepts and processes that students can use to solve a variety of real-world mathematics problems. The content will include: properties of the real number system; varied means for analyzing and expressing patterns, relations and functions; variables, algebraic expressions and polynomials; geometric concepts; set operations; dimensional analysis, data analysis concepts and techniques; and varied solution strategies, algebraic and graphic, solutions for inequalities, linear and quadratic equations, and systems of equations. Calculators and computers will serve as instructional tools in concept development. Credit in Algebra I precludes credit in Algebra IA/IB, Applied Mathematics I and II, Algebra I Honors, and Integrated Mathematics I and II.

**Geometry****Credit: 1****9 – 10****1206310 / ISB**

Prerequisite: Algebra 1 or Algebra 1B

This course is a study of the geometric relationships and deductive strategies that can be used to solve a variety of real-world and mathematical problems. The content will include Euclidean geometry of lines, planes, angles and triangles; construction and logic; and properties of circles, polygons, and right triangle trigonometry. Calculators and computers will serve as instructional tools in concept development.

|   |                  |          |                      |
|---|------------------|----------|----------------------|
| <b>Geometry Honors</b>  | <b>Credit: 1</b> | <b>9</b> | <b>1206320 / ISC</b> |
| Prerequisite: Algebra 2 Honors, Algebra 1 Honors or Algebra 1 $\geq 3.0$ UGPA |                  |          |                      |

This course is designed to give a rigorous in-depth study of geometry with emphasis on methods of proof and the formal language of mathematics. The content will include structure of geometry; separation properties; angle concepts; triangles; quadrilaterals; proofs, perpendicularity and parallelism in a plane and in space; similar polygons; circles and spheres; constructions; area and volume; coordinate geometry; and topology. Calculators and computers will serve as instructional tools in concept development.

|                          |                  |                |                       |
|--------------------------|------------------|----------------|-----------------------|
| <b>Algebra 1B</b>        | <b>Credit: 1</b> | <b>10 - 12</b> | <b>1200380 / IMKD</b> |
| Prerequisite: Algebra 1A |                  |                |                       |

**ALGEBRA 1B** is the second half of the Algebra 1 sequence. The course develops the algebraic concepts and processes that can be used to solve a variety of real world and mathematical problems using concrete models to explain algebraic concepts. The content will include structure and properties of real numbers including rational and irrational numbers; algebraic notation; scientific notation; polynomials; varied means for analyzing and expressing patterns, relations, and functions; linear and quadratic functions; coordinate geometry; and data analysis concepts. Manipulatives, calculators, and computers will serve as instructional tools. Credit in Algebra 1A/1B precludes credit in Applied Mathematics 1 & 2, Algebra 1, Algebra 1 Honors, and Integrated Mathematics 1 & 2. Algebra 1B meets 1.0 credit for math graduation requirements, but only 0.5 credits for entrance into the state university system or Bright Futures Scholarship Program.

|                          |                  |                |                      |
|--------------------------|------------------|----------------|----------------------|
| <b>Liberal Arts Math</b> | <b>Credit: 1</b> | <b>10 – 12</b> | <b>1208300 / IUA</b> |
| Prerequisite: Geometry   |                  |                |                      |

Liberal Arts Math is designed to strengthen the mathematical skills required for college entrance exams and/or for further study of advanced mathematics. The content will include operations of real numbers, ratio and proportion, percents, the algebra of sets, integers, polynomials, factoring, algebraic expressions, equations, and inequalities. This course reviews Algebra and Geometry. Note: Liberal Arts Mathematics is not considered an academic core course for admission to Florida colleges and universities or for the Florida Bright Futures Scholarship requirements.

|  |                  |                |                      |
|--|------------------|----------------|----------------------|
| <b>Algebra 2</b>   | <b>Credit: 1</b> | <b>10 – 12</b> | <b>1200330 / IMD</b> |
| Prerequisite: Liberal Arts Math or Geometry or $< 2.5$ UGPA in Geometry Honors |                  |                |                      |

This course is designed to continue the study of algebra and to provide the foundation for applying these skills to other mathematical and scientific fields. The content will include structure and properties of the complex number system; sequences and series; relations; functions and graphs; varied solution strategies for linear equations, inequalities, and systems of equations and inequalities; quadratic, exponential and logarithmic functions; and their applications; data analysis; reinforcement of geometric concepts, and probability. Calculators and computers will serve as instructional tools in concept development.

|   |                  |           |                      |
|---|------------------|-----------|----------------------|
| <b>Algebra 2 Honors</b>                       | <b>Credit: 1</b> | <b>10</b> | <b>1200340 / IME</b> |
| Prerequisite: Geometry Honors $\geq 2.5$ UGPA |                  |           |                      |

This course is a rigorous in-depth study of the topics of Algebra II with emphasis on theory, proof, and development of formulas, as well as their application. The content will include structure and properties of the complex number system; sequences and series; relations; functions and graphs; varied solution strategies for linear equations, inequalities, and systems of equations and inequalities; conic sections and their applications; quadratic, exponential and logarithmic functions; and the Binomial Theorem.. Calculators and computers will serve as instructional tools in concept development.

|   |                  |                |                      |
|---|------------------|----------------|----------------------|
| <b>Advanced Algebra with Financial Applications</b>                         | <b>Credit: 1</b> | <b>10 – 12</b> | <b>1200500 / IMF</b> |
| Prerequisite: Algebra 2 or Algebra 2 Honors and Geometry or Geometry Honors |                  |                |                      |

This purpose of this course is to enhance and continue the study of mathematics after Algebra 1, Algebra 2, and Geometry and to provide additional tools to ready students for college-success. The content will include the following: explorations of functions, graphs (linear, exponential, and logarithmic), data analysis concepts and techniques, financial applications which include money and taxes, debt, budgeting, investments, mortgages, insurance, and financial planning. Calculators and computers will serve as instructional tools in concept management.

|  |                  |                |                      |
|--|------------------|----------------|----------------------|
| <b>Analysis of Functions</b>   | <b>Credit: 1</b> | <b>10 – 12</b> | <b>1201310 / INB</b> |
| Prerequisites: $\geq 2.5$ UGPA in Algebra 2 or $\geq 2.0$ UGPA in Algebra 2 Honors |                  |                |                      |

This course is designed to strengthen and extend the student's knowledge of functions and mathematical modeling. The content will include studying various data collection methods, analyzing data sets using statistical techniques, determining probabilities, and studying function families. Calculators and computers will serve as instructional tools in concept development.

|  |                  |                |                      |
|--|------------------|----------------|----------------------|
| <b>Pre Calculus</b>  | <b>Credit: 1</b> | <b>10 – 12</b> | <b>1202340 / IOD</b> |
| Prerequisite: Teacher recommendation, Algebra 2 Honors, or Algebra 2 $\geq 3.0$ UGPA |                  |                |                      |

This course is designed to strengthen and extend the student's knowledge of algebraic and trigonometric concepts and to prepare the student for calculus. The content will include mathematical induction, symbolic logic, Boolean and matrix algebra, probability and statistics, and elementary functions and limits. Calculators and computers will serve as instructional tools in concept development.

## SCIENCE

|  |                  |                |                      |
|--|------------------|----------------|----------------------|
| <b>Biology 1</b><br>Prerequisite: Science 8  | <b>Credit: 1</b> | <b>9</b>       | <b>2000310 / MMB</b> |
| This course provides exploratory activities, laboratory experiences, and real-life applications in the biological sciences. The content includes the nature of science; matter; energy; cell biology; genetics; levels of organization and classification; structure, function, and reproduction of plants, animals, and microorganisms; interrelationships among organisms; biological selection; adaptations; and the interactions of science with technology and society. Laboratory investigations will focus on the use of the scientific method, measurement, laboratory apparatus, safety procedures, and preserved animal studies.   |                  |                |                      |
| <b>Biology 1 Honors</b><br>Prerequisite: 2.5 in Advanced Science 8, FCAT Reading $\geq 3$  | <b>Credit: 1</b> | <b>9</b>       | <b>2000320 / MMC</b> |
| This advanced course provides integrated laboratory experiences and real-life applications in the essential processes of life. The content includes the nature of science; matter; energy; biochemistry; cell biology; genetics; levels of organization and classification; structure, function and reproduction of plants, animals, and microorganisms; behavior of organisms; interrelationships among organisms; biological selection; adaptations and changes through time; and the interactions of science with technology and society. Laboratory investigations will include the use of the scientific method, measurement, laboratory apparatus, safety procedures and preserved animal studies. |                  |                |                      |
| <b>Physical Science</b><br>Prerequisite: $<2.0$ in Algebra 1, Algebra 1A, or Algebra 1B  | <b>Credit: 1</b> | <b>10 – 12</b> | <b>2003310 / MOB</b> |
| The purpose of this course is to provide opportunities to study the concepts of basic chemistry, physics and earth science. The content will include, but is not limited to the following: the nature of science, structure of the atom, structure and properties of matter, chemical reactions, entropy and conservation of matter, interactions of energy and matter, the universe and planet Earth. Laboratory activities are an integral part of this course.  |                  |                |                      |
| <b>Chemistry 1</b><br>Prerequisite: 2.0 in Algebra 1 or Algebra 1B   | <b>Credit: 1</b> | <b>10 – 12</b> | <b>2003340 / MOE</b> |
| This course involves the study of the composition, properties, and changes associated with matter. The content includes the classification and structure of matter, atomic theory, periodic table, bonding, chemical formulas, chemical reactions and balanced equations, behavior of gases, and physical changes. Selected laboratory investigations include the use of the scientific method, measurement, laboratory apparatus, and safety.   |                  |                |                      |
| <b>Chemistry 1 Honors</b><br>Prerequisite: 3.0 in Algebra 1 & 3.0 in Biology 1 Honors  | <b>Credit: 1</b> | <b>10</b>      | <b>2003350 / MOF</b> |
| This advanced course involves the study of the composition, properties and changes of matter; atomic structure; the periodic table; bonding; gas laws; energy and order; reaction rates and equilibrium; solutions; and nuclear, electric, and organic chemistry. Selected laboratory activities include the use of the scientific method, measurement, laboratory apparatus, and safety.  |                  |                |                      |
| <b>Environmental Science</b><br>Prerequisite: Biology 1, FCAT Reading Achievement Level $< 3$ , 3.0 in Algebra 1   | <b>Credit: 1</b> | <b>11 – 12</b> | <b>2001340 / MNE</b> |
| This course provides a study of man's interaction with the environment. The content includes forms of pollution, conservation, environmental planning and policy, public land usage, population dynamics, and major forms of energy. Laboratory investigations include the use of scientific method, measurement, laboratory apparatus, and safety.  |                  |                |                      |
| <b>Physics 1</b><br>Prerequisite: 3.0 in Algebra 1   | <b>Credit: 1</b> | <b>11 – 12</b> | <b>2003380 / MOI</b> |
| This course provides a foundation of the concepts, theories and laws governing the interaction of matter, energy, and the forces of nature. The content includes kinematics, dynamics, energy, work and power, heat and thermodynamics, waves, light, electricity, magnetism, nuclear physics, and sound. Laboratory investigations of selected topics include the use of the scientific method, measurement, laboratory apparatus, and safety.  |                  |                |                      |
| <b>Physics 1 Honors</b><br>Pre- or Co-requisite: Analysis of Functions or Math Analysis  | <b>Credit: 1</b> | <b>11 – 12</b> | <b>2003390 / MOJ</b> |
| This advanced course provides a rigorous study of the concepts, theories and laws governing the interaction of matter, energy, and the forces of nature. The content includes kinematics, dynamics, energy, work and power, heat and thermodynamics, waves, light, electricity, magnetism, nuclear physics, and sound. Laboratory investigations of selected topics include the use of the scientific method, measurement, laboratory apparatus, and safety.   |                  |                |                      |
| <b>Anatomy &amp; Physiology</b><br>Prerequisite: 2.0 in Biology 1 and Chemistry 1  | <b>Credit: 1</b> | <b>11 – 12</b> | <b>2000350 / MMF</b> |
| This course provides exploratory activities in the structure and function of the human body. The content includes anatomical terminology, cells and tissues, special sensory organs, major body systems, homeostasis, and human disorders. Selected laboratory investigations include the use of the scientific method, measurement, laboratory apparatus, and safety. Preserved animal studies may be a part of the laboratory experience.  |                  |                |                      |

**Marine Science 1**  
Prerequisite: 2.0 in Biology 1

**Credit: 1                      12                      2002500 / MPA**

This course provides an overview of the marine environment. The content includes the nature of science, the origins of the oceans, the chemical and physical structure of the marine environment, ecology of the various sea zones, marine communities, and the interrelationship between man and the ocean. Laboratory investigations will include the use of the scientific method, measurement, laboratory apparatus, and safety procedures. Preserved specimens may be a part of this course.

**Marine Science 1 Honors**  
Prerequisite: 3.0 in Biology 1 Honors

**Credit: 1                      12                      2002510 / MPB**

These advanced courses provide an in-depth study of the physical, chemical, and biological aspects of the marine environment. Marine Science I includes the origins of the oceans, marine geological studies, ecology of the sea zones, diversity of marine organisms, characteristics of the major marine ecosystems including the phyla and divisions, and the interrelationship between man and the ocean. Laboratory investigations will include the use of the scientific method, measurement, laboratory apparatus, and safety procedures. Preserved specimens may be a part of this course.

**SOCIAL STUDIES**

**World History**

**Credit: 1                      9                      2109310 / NXB**

This course provides an understanding of the development of civilization by examining the cultural, dynastic, economic, military, political, religious, scientific, and social events that have affected humanity. Content to be covered will include the rise of civilization and cultural universals, the development of religious thought, the evolution of political systems, nationalism, the origin of economic systems and philosophies, the influence of major historical figures and events, and contemporary world affairs.

**World History Honors**  
Prerequisite: 2.5 in Social Studies 8, FCAT Reading  $\geq 3$

**Credit: 1                      9                      2109320 / NXC**

This course provides a comprehensive understanding of the past in terms of the development of humanity. This is done by analyzing the cultural, dynastic, economic, military, political, religious, scientific, and social events that have shaped and molded humanity. Content will include geo-historic development; comparative views of history; the origin and development of contrasting civilizations, political theories and philosophies; an analysis of cultural universals; the diversity of economic thought and practices; the influence of major figures and events; and interpretations concerning the historical development of our contemporary world affairs.

**American History**

**Credit: 1                      10                      2100310 / NMB**

This course provides an understanding of the development of the American people by examining the cultural, economic, military, political, religious, scientific, and social events that have affected our nation. Content will include the synthesizing of American culture through the centuries, westward expansion, the American Revolution, the formation of the constitution and the Federal system, the Civil War and Reconstruction, technological and urban transformation, the evolution of American lifestyles and ideals, foreign policy development, the cyclical development of the economy, and contemporary domestic and foreign issues.

**American History Honors**  
Prerequisite: 2.5 in World History Honors

**Credit: 1                      10                      2100320 / NMC**

This course provides an in-depth understanding of the chronological development of the American people by examining the cultural, economic, military, political, religious, scientific, and social events that have affected the nation. The use of high-order thinking skills will be emphasized. Content will include significant turning points and trends in the development of American culture and institutions; the origin and development of American ideals and characteristics; the relationship between idealism and reality in the development of the Declaration of Independence, Constitution, and Bill of Rights; the Civil War, technological and urban transformations of our nation; changes in lifestyles; changing American foreign policy; and an analysis of contemporary American domestic and international issues with projected scenarios through the twenty-first century.

**Economics**

**Credit: .50                      12                      2102310 / NNI**

This course will provide students with knowledge of economics emphasizing practical applications and decision making skills necessary to be informed economic citizens and financially successful individuals. The content will include banking and monetary policy; role of government in regard to fiscal policies; supply and demand; scarcity; major economic theories; personal finance; the business cycle; and economic terminology and analytical tools.

**Economics Honors**  
Prerequisite: 2.5 in American History Honors

**Credit: .50                      12                      2102320 / NNJ**

This course provides a comprehensive understanding of the way in which society organizes to utilize its limited resources. Students study the distinguishing characteristics of other types of economic systems with particular attention to the American mixed-market system. The major emphasis provides students with the tools to examine and analyze the implications of market solutions and public policy decisions related to economic problems. Necessary to that understanding are the role and impact of economic wants, productive resources, economic incentives, division of labor, the market, savings and investment, the role and function of money and financial institutions, labor supply and demand, competition, inflation, unemployment, fiscal policy and socioeconomic goals.

**American Government****Credit: .50****12****2106310 / NNN**

This course provides students the opportunity to examine their own political behaviors, analyze the dynamics of political issues and practice decision-making skills. Content will include the nature of political behavior, power acquisition, maintenance and extension; political theorists; comparative political systems; sources, structure and function of American Government; roles of political parties, interest groups and citizens; role of women and diverse cultural groups in the development of our political system.

**American Government Honors****Credit: .50****12****2106320 / NNS**

Prerequisite: 2.5 in American History Honors

This course provides a comprehensive understanding of American government and political behavior. Content includes an evaluation of those documents which shaped our political traditions (the Declaration of Independence, the Constitution, and the Bill of Rights); the roles and changing nature of the three branches of government at local, state, and national levels; the changing nature of political parties and interest groups; the changing nature of citizen rights and responsibilities in a democratic state; and the importance of civic participation in the democratic political process.

## XV. ELECTIVE COURSE DESCRIPTIONS

### DIVERSIFIED COOPERATIVE TRAINING

**Diversified Career Technology Principles****Credit: 1****12****8303010 / VSB**

This course is designed to enable each student to demonstrate employability skills; environmental, health, and safety skills; professional, legal, and ethical responsibilities; financial skills; leadership skills; communication skills; human resources and labor skills; America's economic principles; Entrepreneurship principles; relate planning methods to life and career goals; and use of industry/technology principles in the workplace.

**Diversified Career Technology Applications (DCT 2)****Credit: 1****12****8303020 / VSC**

Prerequisite: Diversified Career Technology Principles

This program provides students with selected occupational competencies through employment-related instruction and concurrent, paid, supervised on-the-job training. Employment-related instruction at school includes competency development directly related to the occupation in which the student is employed. Supervised on-the-job training provides opportunities for selective placement based on the student's occupation and competency development and evaluation through planning instructional activities in a job setting. Application must be made with the DCT Coordinator and approved prior to registration.

**Diversified Career Technology (DCT -OJT)****Credit: Multiple 11 – 12****8300410 / VSD**

Prerequisite: DCT Principles or Applications concurrently

This program provides students with selected occupational competencies through employment-related instruction and concurrent, paid, supervised on-the-job training. Employment-related instruction at school includes competency development directly related to the occupation in which the student is employed. Supervised on-the-job training provides opportunities for selective placement based on the student's occupation and competency development and evaluation through planned instructional activities in a job setting. Application must be made with the DCT coordinator and approved prior to registration.

**Cooperative Diversified Education (CDE -OJT)****Credit: Multiple 12****8300420 / VSD**

Prerequisite: Vocational course related to job

Cooperative Diversified Education is a program designed for students who have completed or are currently enrolled in a vocational occupational preparatory program. This program provides students with competencies through paid supervised on-the-job training related to instruction in occupational proficiency program.

### FCAT INTENSIVE COURSES

**Intensive Reading****Credit: 1****9 – 12****1000410 / GMF**

Prerequisite: FCAT Reading Level 1 or 2; Students needing FCAT Reading for graduation

This course is designed for students who would benefit from structured practice in reading comprehension strategies, vocabulary development, and study skills including: following directions, using references, taking notes, and gathering and organizing information from various sources. Students will read literary and informational text individually and in small groups. Instruction in test-taking skills and strategies, including performance tasks, will be provided. Students will prepare for the reading section of the FCAT (Florida Comprehensive Assessment Test).

**Read 180 (2 periods)****Credit: 1****9 – 12****1000410 / GMF1**

Prerequisite: FCAT Reading Level 1—Tier 1, FCAT Preparation

This course will provide instruction in test-taking skills and performance tasks. Comprehension strategies for reading content-area texts will be emphasized. Students will be given opportunities to develop and apply reading, vocabulary, and writing skills through guided, shared, and independent reading. Students will prepare for the reading section of the FCAT (Florida Comprehensive Assessment Test).

|   |                  |                |                      |
|---|------------------|----------------|----------------------|
| <b>Intensive Math</b>                                     | <b>Credit: 1</b> | <b>11 – 12</b> | <b>1200400 / IRS</b> |
| Prerequisite: Academic Improvement Plan, FCAT Preparation |                  |                |                      |

This course reviews problem solving, mathematics, and reasoning skills covered on the Florida Competency Assessment Test (FCAT). It also provides content remediation for the FCAT, to meet the individual remediation needs of each student enrolled. Students will have access to calculators and computers. All units will have increased emphasis on estimation. Evaluation will include alternative methods of assessment.

## PHYSICAL EDUCATION

|                         |                    |               |                      |
|-------------------------|--------------------|---------------|----------------------|
| <b>Personal Fitness</b> | <b>Credit: .50</b> | <b>9 – 12</b> | <b>1501300 / KOA</b> |
|-------------------------|--------------------|---------------|----------------------|

The purpose of this required course is to teach students the importance of maintaining an optimal level of health fitness and how to assess and develop that fitness. The content will also include knowledge of health problems associated with inadequate fitness levels, knowledge and application of physiological principles of fitness, proper nutrition, stress management and consumer issues related to physical fitness. Students will develop individual wellness plans.

|                                |                    |          |                      |
|--------------------------------|--------------------|----------|----------------------|
| <b>Recreational Activities</b> | <b>Credit: .50</b> | <b>9</b> | <b>1502470 / KUD</b> |
|--------------------------------|--------------------|----------|----------------------|

Students will acquire the skills, techniques, strategies, knowledge of rules, and safety practices necessary to participate in selected recreational activities (e.g., badminton, table tennis, horseshoes, tennis, golf). Specific content will vary slightly with each high school. Activities that relate to the assessment, improvement, and maintenance of health-fitness will be part of this course.

|                      |                    |                |                      |
|----------------------|--------------------|----------------|----------------------|
| <b>Team Sports 1</b> | <b>Credit: .50</b> | <b>10 – 12</b> | <b>1503350 / KWA</b> |
|----------------------|--------------------|----------------|----------------------|

Students will learn safety practices, skills, techniques, rules, and strategies in selected team sports. Health-related components of fitness will be emphasized. The selected team sports may include, but not be limited to: handball, flickerball, gatorball, speedball, field hockey and track and field. Special Note: Activities selected in Team Sports 1 may not be repeated in Team Sports 2.

|                      |                    |                |                      |
|----------------------|--------------------|----------------|----------------------|
| <b>Team Sports 2</b> | <b>Credit: .50</b> | <b>10 – 12</b> | <b>1503350 / KWB</b> |
|----------------------|--------------------|----------------|----------------------|

Students will acquire knowledge of team sports play, develop skills in selected team sports and maintain or improve their health related fitness levels. Students must understand and be able to apply the physiological principles related to exercise and training. The selected team sports may include, but not be limited to angle ball, soccer, volleyball, basketball, softball, flag football, and Frisbee games. Special Notes: Activities selected in Team Sports 2 must be different from those taught in Team Sports 1.

|                         |                    |                |                      |
|-------------------------|--------------------|----------------|----------------------|
| <b>Beginning Tennis</b> | <b>Credit: .50</b> | <b>10 – 12</b> | <b>1504500 / KSA</b> |
|-------------------------|--------------------|----------------|----------------------|

The purpose of this course is to provide students with in-depth knowledge and application of the basic strokes, techniques, rules, history, etiquette, and safety practices of tennis. Skill acquisition and the maintenance and/or improvement of personal fitness will be stressed.

|                                |                    |                |                      |
|--------------------------------|--------------------|----------------|----------------------|
| <b>Intermediate Tennis</b>     | <b>Credit: .50</b> | <b>10 – 12</b> | <b>1504510 / KSB</b> |
| Prerequisite: Beginning Tennis |                    |                |                      |

The purpose of this course is to provide students with more advanced skills in tennis. The content will include the history, rules, etiquette, and terminology of tennis, as well as skills, strategies, and safety practices. The maintenance and/or improvement of personal fitness will be stressed.

|                             |                    |                |                      |
|-----------------------------|--------------------|----------------|----------------------|
| <b>Beginning Volleyball</b> | <b>Credit: .50</b> | <b>10 – 12</b> | <b>1505500 / KVE</b> |
|-----------------------------|--------------------|----------------|----------------------|

This course will provide students with knowledge and skills in power volleyball. It will include the history, rules, terminology, skills, strategies, officiating techniques, and information on the organization and administration of volleyball activities. Students will also acquire an understanding of the physiological principles related to exercise and training. Students will exhibit an improved or maintained level of physical fitness.

|                                    |                    |                |                      |
|------------------------------------|--------------------|----------------|----------------------|
| <b>Intermediate Volleyball</b>     | <b>Credit: .50</b> | <b>10 – 12</b> | <b>1505510 / KWE</b> |
| Prerequisite: Beginning Volleyball |                    |                |                      |

This course will provide students with knowledge and skills in intermediate volleyball for current and future recreational pursuits. It will include instruction on advanced skills, techniques and strategies of the game, as well as methods of organization and administration of volleyball activities. Students will also gain an understanding of volleyball officiating techniques. Maintenance and/or improvement of personal fitness levels are emphasized.

|                                  |                    |                |                      |
|----------------------------------|--------------------|----------------|----------------------|
| <b>Beginning Weight Training</b> | <b>Credit: .50</b> | <b>10 – 12</b> | <b>1501340 / KPA</b> |
|----------------------------------|--------------------|----------------|----------------------|

Students will acquire basic knowledge and skills in weight training in order to assess, develop, and maintain their own muscular strength and endurance. They will study the importance of muscular strength and endurance, the skeletal structure and muscles, biomechanical and physiological principles, nutrition, and safety practices related to weight training. Cardiovascular fitness will be emphasized.

|  |                    |                |                      |
|--|--------------------|----------------|----------------------|
| <b>Intermediate Weight Training</b><br>Prerequisite: Beginning Weight Training   | <b>Credit: .50</b> | <b>10 – 12</b> | <b>1501350 / KPB</b> |
| Students will increase their knowledge of and skills in muscular strength and endurance. Cardiovascular fitness will also be emphasized.   |                    |                |                      |
| <b>Advanced Weight Training</b><br>Prerequisite: Intermediate Weight Training  | <b>Credit: .50</b> | <b>11 – 12</b> | <b>1501360 / KPC</b> |
| Students will increase their knowledge of and skills in muscular strength and endurance. They will learn how to design and implement a personal program to meet specific needs and goals. They will also learn how to run a weight lifting competition.  |                    |                |                      |
| <b>Beginning Power Weight Training</b><br>Prerequisite: Advanced Weight Training   | <b>Credit: .50</b> | <b>11 – 12</b> | <b>1501410 / KPH</b> |
| In this course, students acquire knowledge and skills in power weight training and improve or maintain health-related physical fitness. Students will learn safety practices, techniques, and assessment of basic Olympic and power weight training skills; assessment of health-related fitness; and consumer issues related to weight training and fitness activities. |                    |                |                      |
| <b>Marching Band PE Waiver</b><br>Prerequisite: Successful season in Marching Band or Auxiliaries  | <b>Credit: NCR</b> | <b>9 – 12</b>  | <b>1500440 / KOO</b> |
| This course is used to denote that a Marching Band Waiver is being used to satisfy the one-half physical education credit required for graduation. Students must have participated in one full season of Marching Band or band auxiliaries. THIS COURSE CARRIES NO CREDIT.   |                    |                |                      |
| <b>Dance PE Waiver</b>   | <b>Credit: NCR</b> | <b>9 – 12</b>  | <b>1500445 / KOS</b> |
| This course is used to denote that a Dance Waiver is being used to satisfy the one-half physical education credit required for graduation. Students must have participated in one semester of a dance class. THIS COURSE CARRIES NO CREDIT.  |                    |                |                      |
| <b>Adaptive Physical Education</b><br>Prerequisite: IEP – Meets Personal Fitness Requirement   | <b>Credit: .50</b> | <b>9 – 12</b>  | <b>1500300 / KNA</b> |
| Students who are unable to participate in a modified form of the Personal Fitness course and who qualify under PL94-142 will be staffed into this course so that they may meet the Personal Fitness requirement for a standard diploma. The content will include, and be limited to, the goals and objectives in the student's TIEP.                                     |                    |                |                      |

## SPECIAL GRADE ELECTIVES

|  |                  |                |                      |
|--|------------------|----------------|----------------------|
| <b>Computers for College and Careers</b>   | <b>Credit: 1</b> | <b>9</b>       | <b>8209020 / VME</b> |
| This course is designed to provide a basic overview of current business and information systems and trends and to introduce students to the basics and foundations required for today's business environments. Emphasis is placed on developing proficiency with touch keyboarding and fundamental computer applications, so that they may be used as communications tools for enhancing personal and workplace proficiency in an information-based society. This also includes proficiency with computers using databases, spreadsheets, presentation applications, and the integration of these programs using software that meets industry standard.  |                  |                |                      |
| <b>Sociology / Law Studies</b>   | <b>Credit: 1</b> | <b>10 – 12</b> | <b>2108300 / NWA</b> |
| <b>Sociology</b> provides an understanding of group interaction and its impact on individuals. Content will include the methods of study employed by sociologists; social institutions and norms; relationships between the sexes; racial and ethnic groups; the handicapped; societal determinants; group behavior; the socialization process; social classes, deviation, conflict, roles, stratification, and participation; and social organizations and institutions. <b>Law Studies</b> provides an understanding of the American legal process. Content will include historical antecedents for law, constitutional guarantees, different kinds of laws, adult and juvenile justice systems, the value of law in society, the role of law enforcement officials, the importance of the adversarial relationship, social values and their impact on interpretations of the law, and the supremacy of the Constitutions. |                  |                |                      |
| <b>Advanced Interdisciplinary Thesis Production</b>  | <b>Credit: 1</b> | <b>12</b>      | <b>0500970 / CXB</b> |
| The purpose of this course is to expand previously acquired skills in data collection and sustained argument, and to teach students how to coordinate a written paper, project product, oral defense and a comprehensive portfolio with an emphasis on post secondary planning. Restricted to seniors, this interdisciplinary thesis production/design implementation course is the culmination of a student's academic program at the secondary level.  |                  |                |                      |

## XVI. EXCEPTIONAL STUDENT EDUCATION COURSES

Many of these courses may not be mastered entirely in one year.

Prerequisite for all courses: TIEP

Access courses are intended only for students with a significant cognitive disability who meet the criteria for participation in the Florida Alternate Assessment. Access courses are designed to provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent), which reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

### **Access Liberal Arts Math**

**Credit: Multiple 9 – 12**

**7912070 / ROD**

The purpose of this course is to develop the algebraic and geometric concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems. The content should include, but not be limited to, the following: content-related vocabulary, operations using real numbers in real-world problems, patterns, relations, and functions, including tables, sequences, and graphs, graphs to summarize data and predict outcomes, variables and their impact on outcomes, properties of size, shape, position, and space, varied solution strategies to solve real-world problems.

### **Access Integrated Science**

**Credit: Multiple 9 – 12**

**7920025 / RPC**

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of integrated science. Understanding the characteristics of and dynamic relationship between energy, matter, life and the environment improves the ability to predict how we impact our surroundings and prepares us to respond to and interact with the forces and objects of nature. The content should include, but not be limited to: biological, physical, and chemical characteristics of matter, characteristics of energy transmission, practical application of electric and magnetic phenomena, interaction of matter and energy, characteristics of life, equilibrium of earth's biotic community.

### **Learning Strategies**

**Credit: .50 9 – 12**

**7963080/ RUH**

This course provides instruction that enables students with disabilities to acquire and use strategies and skills to enhance their independence as learners in educational and community settings. The content will include, but not be limited to, the following: strategies for acquiring and storing knowledge; strategies for oral and written expression; strategies for problem solving; strategies for linking new information with prior knowledge; strategies for active participation in reading, viewing. This course is designed to teach the student with mild disabilities strategies to acquire and utilize information necessary for successful participation in educational and community settings. The content includes learning and communication skills.

### **Self Determination**

**Credit: .50 9 – 12**

**7963140 / RUN**

The purpose of this course is to enable students with disabilities to develop and apply self-determination skills in school, home, community, and work settings. These skills will assist students with achieving their desired school and post-school outcomes, participating actively and effectively in planning meetings and self-advocating in multiple settings.

### **Reading: 9-12**

**Credit: 1 9 – 12**

**7910100 / RMK**

This course provides instruction in reading concepts and skills that enable students with disabilities to function at their highest levels. It prepares students to participate effectively in adult living and the world of work. The content should include, but not be limited to, the following: vocabulary, word attack skills, comprehension skills, literature, study skills, reading in the workplace, and reading as a leisure activity.

### **English: 9 – 12**

**Credit: 9 – 12**

**7910110 / RME**

This course provides instruction in knowledge and skills of English that enables students with disabilities to function at their highest levels. It prepares students to participate effectively in adult living and the world of work. The content will include, but not be limited to, the following: reading comprehension and vocabulary, listening and speaking skills, writing, language usage, literature, study skills, reference skills, applications in daily life, and application in the workplace.

### **Math: 9 – 12**

**Credit: 9 – 12**

**7912050 / ROC**

This course provides instruction in math concepts and procedures that enable students with disabilities who are functioning at independent levels to prepare to participate effectively in adult living and in the world of work. The content will include, but not be limited to, the following: number systems, including whole numbers, fractions, and decimals; number operations and computation; measurement concepts in length, weight, volumes, time, and money; geometric concepts; algebraic concepts including problem solving, probability and data analysis; use of calculators; applications in personal life; and applications in the workplace.



**Science: 9 – 12****Credit: 1****9 – 12****7920010 / RPA**

The purpose of this course is to provide a general knowledge of the concepts of life science, physical science, and earth science to enable students with disabilities to function at their highest levels and prepare to participate effectively in adult living and the world of work. The content will include, but not be limited to, the following: life science (plants, animals, and human growth and development), physical science (matter, energy, force, and motion), earth science (climate, weather, and the solar system); and application of scientific knowledge.

**Social Studies: 9 – 12****Credit: 1****9 – 12****7921010 / RQA**

This course develops an understanding of history, geography, economics, and government that enables students with disabilities to function at their highest levels. It prepares students to participate effectively in adult living and the world of work. The content will include, but not be limited to, the following: current and past historical events; use of tools; concepts of geography; roles of government at the local, state, and national levels; responsible citizenship; community resources; consumer economics; family, culture, and society; and career preparation.

**Job Preparatory Education****Credit: 1****9 – 12****7980030 / TNC**

The purpose of this course is to enable students with disabilities to apply the knowledge and skills needed to design and implement personal plans for achieving their desired career goals. The personal plans may address all critical transition service areas, including instruction, related services, community experiences, employment, adult living, and if needed, daily living skills and functional vocational evaluation. The content will include, but not be limited to, the following: personal and career planning, information about careers, diploma options and post-secondary education, community involvement and participation, personal care, interpersonal relationships, communications, and use of leisure time.

**Life Management & Transition (Health)****Credit: 1****9 – 12****7960010 / RRA**

This course enables students with disabilities to apply the knowledge and skills needed to design and implement personal plans for achieving their desired post-school outcomes. These plans will address all critical transition service areas, including instruction, related services, community experiences, employment, adult living, and, if needed, daily living skills and functional vocational evaluation. The content will include, but not be limited to, the following: personal career planning, information about careers, diploma options and post-secondary education, community involvement and participation, personal care, interpersonal relationships, communication, and use of leisure time.

**Career Preparation****Credit: 1****10****7980110 / TNK**

The purpose of this course is to enable students with disabilities to acquire the career knowledge and skills necessary to identify career options, access community resources, and develop work-related behaviors. The course will provide a foundation for further progress toward achieving the student's desired career goals. The content will include, but not be limited to, the following: self-appraisal, decision making, self-determination and self-advocacy, career options, community resources related to career decisions, workplace competencies, and rights and responsibilities of employees.

**Career Experiences****Credit: 1****10 – 12****7980120 / TNR**

The purpose of this course is to enable students with disabilities to further develop the career knowledge and skills necessary to identify career options, access community resources, and practice work-related behaviors. The course will provide guided practice and experiences in school and community work situations aimed at further progress toward achieving the student's desired post-school outcomes related to a career. The content will include, but not be limited to, the following: self-appraisal, decision making, self-determination and self-advocacy, career options, community resources related to career decisions, workplace competencies, and rights and responsibilities of employees.

**Career Placement****Credit: Multiple****12****7980130 / TNL**

The purpose of this course is to enable students with disabilities to use the career knowledge and skills necessary to identify career options, access community resources, and apply work-related behaviors. The course will provide placement in a job in the community aimed at further progress toward achieving the student's desired post-school outcomes related to a career. The content should include, but not be limited to, the following: self-appraisal, decision-making, self-determination and self-advocacy, career selection, community resources related to career decisions, workplace competencies, and advocating rights and responsibilities of employees.

**Life Skills Communication****Credit: 1****9 – 12****7910390 / RNE**

The purpose of this course is to provide instruction in expressive and receptive communication concepts and skills that enables students with disabilities to function at their highest levels. It prepares students to participate effectively in post-school adult living and the world of work. The content will include, but not be limited to, the following: reading comprehension and vocabulary, listening and speaking skills, writing, applications in daily life, and applications in the workplace.

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| <b>Life Skills Reading</b> | <b>Credit: 1</b> | <b>9 – 12</b> | <b>7910400 / RNK</b> |
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The purpose of this course is to provide instruction in fundamental reading concepts and skills to enable students with disabilities to function at their highest levels and prepare to participate effectively in post-school adult living and the world of work. Note: The focus of this course will be to assist students in mastering reading skills that generalize beyond school to home, community and employment environment. This course is appropriate for students in the functional class.

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| <b>Social &amp; Personal Skills</b> | <b>Credit: 1</b> | <b>11</b> | <b>7963070 / RUG</b> |
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The purpose of this course is to provide instruction related to environmental, interpersonal, and task-related behavior of students with disabilities. The content should include, but not be limited to, the following: appropriate classroom behavior, social and personal development, communication skills, behavioral control, conflict resolution, responsibility, interpersonal and intrapersonal problem solving, and appropriate use of leisure time.

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| <b>Self Determination</b> | <b>Credit: .50</b> | <b>9 – 12</b> | <b>7963140 / RUN</b> |
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The purpose of this course is to enable students with disabilities to develop and apply self-determination skills in school, home, community, and work settings. These skills will assist students with achieving their desired school and post-school outcomes, participating actively and effectively in planning meetings and self-advocating in multiple settings.

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| <b>Supported Competitive Employment</b> | <b>Credit: Multiple</b> | <b>12</b> | <b>7980150 / TNO</b> |
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The purpose of this course is to enable students with moderate and severe disabilities who are functioning at supported levels to acquire skills necessary for successful individual supported competitive employment. Supported employment refers to competitive work in an integrated work setting with ongoing support services for individuals with moderate and severe handicaps for whom competitive employment has not traditionally occurred. Features of supported employment include intensive on-site training, fade-off, ongoing monitoring, and on-site advocacy. Students will receive one-to-one intensive training by a job coach or employment specialist. The students will be paid at or above minimum wage. A weekly work-hour goal is to be established for each individual that would maximize employment potential at the time of transition. The weekly work-hour goal will be identified in the student's Transition Individual Educational Plan (TIEP). Students will receive ongoing support with at least one hour of follow-along services per week at the job site after stabilization has been attained. Stabilization refers to the point at which on-site training and support services in an individual employment situation has been 20% or less of the normal work hours for at least 60 calendar days. The content of the course is expected to be provided as part of employment activities, not as pre-employment. The content will include, but not be limited to, the following: positive work attitudes and habits, appropriate hygiene and grooming skills, related safety procedures, appropriate decision-making skills, specific job-related skills, self-reliance, and initiative.

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| <b>Academic Skills For Functional Living</b> | <b>Credit: 1</b> | <b>9 – 12</b> | <b>7961010 / RSA</b> |
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This course provides instruction in academic concepts and skills that enables students with disabilities to function at their highest levels and participate effectively in the community. Emphasis will be placed on the practical application of academic skills as they relate to daily living tasks of personal life and the workplace. The content will include, but not be limited to, the following: communication skills, mathematical skills, and problem solving.

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| <b>Leisure &amp; Recreation Skills For Functional Living</b> | <b>Credit: 1</b> | <b>9 – 12</b> | <b>7961040 / RSD</b> |
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This course provides instruction in leisure and recreation skills that enables students with disabilities to function at their highest levels and participate effectively at home and in the community. The content will include, but not be limited to, the following: selection of appropriate activities, social and behavioral expectations, maintenance of equipment and materials, interpersonal relationships, and community resources.

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| <b>Cognitive &amp; Linguistic Skills</b> | <b>Credit: 1</b> | <b>9 – 12</b> | <b>7962010 / RTA</b> |
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The purpose of this course is to enable students with disabilities to function at their highest levels and develop the ability to transmit or receive information, thoughts, or feelings through a communication system. The content will include, but not be limited to, the following: response to auditory stimulation; use of communication modes: (oral, gestural, or sign language); and use of assistive technology systems and devices, especially those designed for augmentative communication and environmental motor control

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| <b>Leisure/Rec Skills For The Improvement of Quality of Life</b> | <b>Credit: 1</b> | <b>9 – 12</b> | <b>7962020 / RTB</b> |
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The purpose of this course is to enable students with disabilities to function at their highest levels and participate in appropriate leisure and recreational activities based upon individual capabilities and acceptability. The content will include, but not be limited to, the following: use of recreational equipment, use of leisure time, and interpersonal relationships.

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| <b>Preparation For Post-school/Adult Living</b> | <b>Credit: 1</b> | <b>9 – 12</b> | <b>7963010 / RUA</b> |
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This course enables students with disabilities to acquire the knowledge and skills needed to prepare for post-school adult living. The content will include, but not be limited to, the following: personal planning, personal care, living arrangements, household maintenance, interpersonal relationships, community involvement and participation, use of leisure time, and communication. This entire course may not be mastered in one year.